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ABSTRACT

This curriculum guide provides teachers of office procedures classes with unit lesson plans and information about resource materials that can be examined, selected, and integrated into the instructional program. Contents are mainly established for the following two types of secondary-level programs: cooperative office education and intensive office laboratory. A battery plan (group instruction) contains these ten units of instruction: business communications, careers, developmental skills, human relations, introduction to data processing, job preparation and application, legal aspects, mail handling and shipping, money management, and payroll. A unit cover sheet provides description of content, unit objective, special instructions, and suggested time. Each one-page lesson plan, representing one day's instruction for one period, follows this format: aids/supplies needed, instructional objectives, learner activities, teacher activities, and assignments. Optional activities and selected resources are also provided. Following a list of minimum equipment requirements, two types of rotation plans--group and individualized--are provided. Other materials included in this guide are selected sample flow-of-work office simulations, enrichment of simulation, selected optional activities, Resources Directory, and sample student profile and lesson plan. (YLB)

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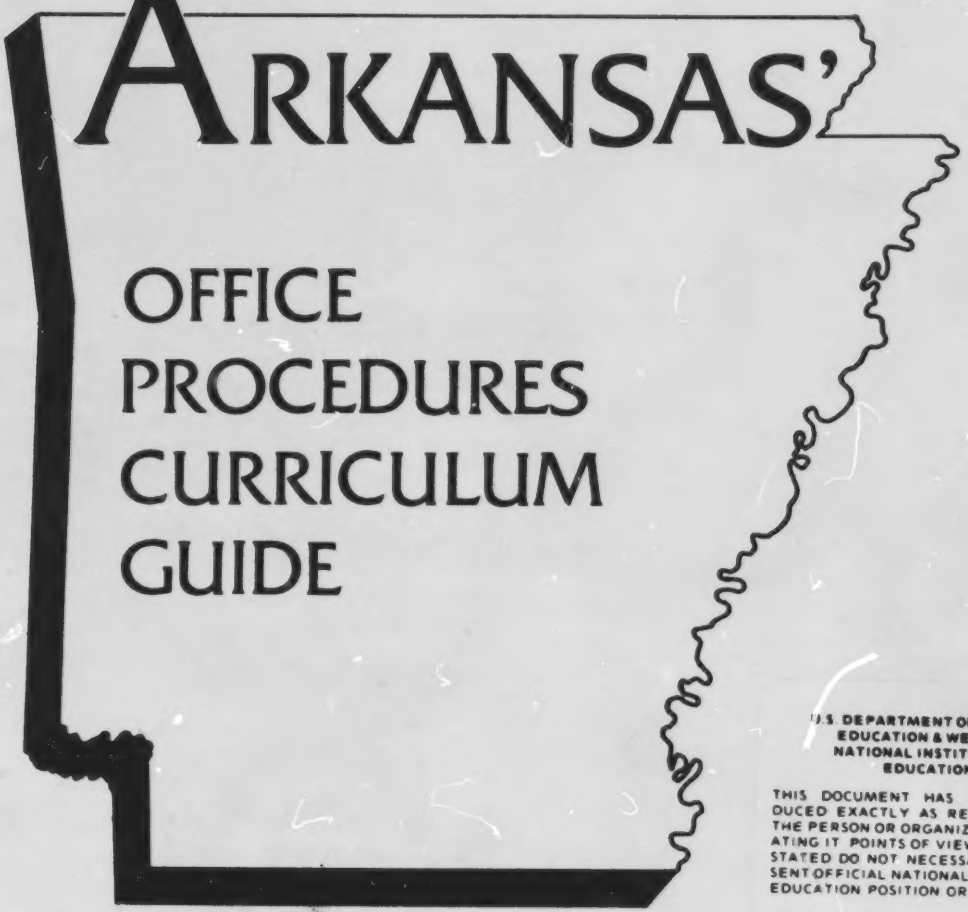
OFFICE PROCEDURES CURRICULUM GUIDE



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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Dedication

This publication is especially dedicated to Lori Clark a graduate of Huntsville High School. Lori completed an intensive office laboratory program in high school prior to entering the University of Arkansas. Lori, as a freshman, was employed on a part-time basis to assist in the typing of this publication. With her background in office procedures gained in high school, she immediately became an invaluable contributor to this publication. During the year in which this publication was in progress, Lori successfully completed her first year of college work. During this time, she also decided to become a business education teacher.

Additionally, this publication is dedicated to her teacher and the many other teachers of office procedures who provide students with an opportunity to develop business and office skills either for full-time employment immediately upon graduation from high school or as possible part-time employment when furthering their formal educational endeavors. It is then to Lori and all of the other "Lori's" in the future and their "superior teachers" that this publication is dedicated with the hope that it will serve as a guide for improving instruction in office procedures.

Dean Clayton

Dean Clayton, Project Director
June 30, 1980

Introduction

To find a place
   I need a map-
A recipe to bake a cake-
A ruler when I saw a board
   Will make my edges straight.

But when in class
   With students there,
   I'm often at a loss
For what to do and how to do
   And sometimes it's a toss!

What I need are lesson plans
   For day in
   And day out;
A resource guide and rotation plans
   Would bring from me a shout.

So shout I will
   For here it is,
   A guide for teachers just like me
For what to do and how to do
   To teach effectively.

- Helen T. Leigh

Preface

In determining the format and content of instructional materials needed in the classroom, it is important that teachers become involved in the decision-making process. A diversity of opinions has been expressed by Arkansas business teachers when asked to respond to questions regarding their curriculum needs. These were some of the interesting responses: "materials that have specific ideas which are practical and usable in our classrooms;" "materials with enrichment activities;" and "a guide indicating available resource materials."

"Specific"..."practical"..."usable" appropriately describe this instructional manual. With the use of these materials, a new teacher can confidently face the office procedures class each day, and the experienced teacher can find new ideas to add excitement to classroom activities.

This publication was made possible through funding provided by the Arkansas State Board for Vocational Education under provisions of Subpart 3 of the Vocational Education Amendments of 1975, PL 94-482. Under the direction of the Project Director, Dr. Dean Clayton, Professor of Business Education at the University of Arkansas, this project was completed. Others involved in writing, field testing, revising, and editing these materials were Patricia Hazelton, Research Associate; Allene Anderson, Consultant; Lorie Clark, Administrative Support; and approximately 150 Arkansas business teachers.

The most practical, usable format was determined to be lesson plans with flexibility for optional activities and resources relating to specific teaching areas. Included in this manual are rotation plans for group instruction, critiques of published office simulations, as well as optional activities to create variety in the classroom.

The learner verification and revision process was one of the most important components of the project and one of the most extensive field testing programs attempted in our state. The user of this manual can be assured that every possible effort has been made to validate these materials.

In summary, the overall purpose of this manual is to help facilitate the important task of program development and upgrading. In addition to providing teachers with unit lesson plans to teach toward specific objectives, teachers are also provided with information about resource materials which can be examined, selected, and integrated into the instructional program.

Dr. Dean Clayton, Pat Hazelton, Allene Anderson, Lorie Clark, and 150 Arkansas business teachers are to be recommended for the fine work accomplished in developing and publishing this instructional manual.

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TABLE OF CONTENTS

Description of Office Procedures 1
How to Use The Curriculum Guide 3
Business Communications 5
    Oral
    Written
Careers 27
Developmental Skills 39
    Business English
    Business Math
    Business Spelling
Human Relations 63
    Attitude
    Personality Development
Introduction to Data Processing 75
Job Preparation and Application 87
Legal Aspects 99
    Business
    Personal
Mail Handling and Shipping 111
Money Management 123
    Banking
    Income Tax
    Insurance
Payroll 161
Minimum Equipment Requirements 173
Rotation Plans 175
    Building The Group Rotation Plan
    Building The Individualized Rotation Plan
Where Are We? 193
Selected Flow-of-Work Office Simulations 195
Enrichment for Simulation 198
Selected Optional Activities 199
    Work Experience
    Mini Rotation
    Business Machines
    Filing
    Financial Management
    Fun Activities
    Office Positions
    Typewriting
Resources Directory 207
Student Profile
Lesson Plan

DESCRIPTION OF OFFICE PROCEDURES

Office procedures classes may take varied forms on the secondary school level. Some schools have separate one-period classes for office procedures, office machines, clerical practice, secretarial practice, office simulation, etc. Other schools with reimbursed programs must have a block-of-time (two back to back) periods or a cooperative work program to qualify as a reimbursed program under the guidelines of the State Plan for Vocational Education. Although much of the material in this curriculum guide may be applicable to non-reimbursed programs, the contents are mainly established for the following two types of programs.

Cooperative Office Education (COE)

This is a supervised learning experience where advanced business education students attend school one-half day and work in a business office a minimum of 270 hours per semester. A related class is required as a part of the one-half day school work. One unit of credit is usually given for this class and one or two units for the on-the-job training. The materials in the curriculum guide may be readily adapted in most cases to the related class.

Intensive Office Laboratory (IOL)

This is a two-hour, block-of-time class (minimum 110 minutes), offered back to back and in one room which duplicates an office in responsibility and equipment. A minimum of one grading period must be devoted to office simulation--an organized business within the classroom where the flow of work proceeds through the various departments of a business (such as accounting, sales, purchasing, etc.). The Intensive Office Laboratory is to be an advanced or "capstone" business course which interrelates and integrates the basic skills and procedures learned in regular theory and skill-building classes. Only in exceptional situations such as where Cooperative Office Education is offered as the "capstone" program may it be designed for juniors. Two credits are usually given for this course. The materials in this curriculum guide have been prepared especially for the Intensive Office Laboratory.

HOW TO USE THE CURRICULUM GUIDE

This curriculum guide has been prepared for teachers of office procedures classes. Sections are included which are most commonly a part of an intensive office laboratory class. This means that battery (group instruction) plans, rotation plans, office simulation, and optional activities are major elements of this guide.

Battery Plan. The battery plan, often referred to as group instruction, is usually included in the first semester for the first period of the two-hour, back-to-back block of time. As units of instruction are an integral part of group instruction, the major units which are most frequently included in the intensive office laboratory are incorporated in this curriculum guide. These lesson plans include objectives, student and teacher activities, aids/materials, and assignments when applicable. The front page of each lesson plan, representing one day's instruction for one period, is one that could be followed by most teachers. However, additional activities are provided on the back of each lesson plan to provide teachers an opportunity to select optional activities if the ones presented on the front page do not seem to fit the teacher's style. Additionally, each lesson plan contains selected resources which might be appropriate in meeting the objectives of the lesson plan. A Resource Directory is provided later in this curriculum guide to provide addresses from which more information may be secured concerning these selected resources. In cases where prices are available at the time of this printing, they are provided. It is envisioned that revisions and additional units with lesson plans may be added later which will assist in updating the resources and including new content.

Rotation Plans. Rotation plans involve the movement of a student from one office machine or activity while another student may be working on the same or different office machine or activity. Two types of plans are provided in this curriculum guide for the teacher's consideration--group plan and individualized plan. Each plan has its advantages and disadvantages and the teacher will need to study the local situation to determine which to use. It will also be necessary for the teacher to utilize office machines and individualized options which would best meet the needs of the students. Consequently, two samples are given as models with the process explained for developing either one of the two types of plans.

Simulation. There are several excellent commercially prepared flow-of-work office simulations available for use in office procedures. There is also a number of teacher-made and free simulations available. Some of the major commercial, teacher-made, and free simulations are described to assist the teacher in determining which simulation might be most appropriate in a particular school situation. Enrichment activities are also included to assist teachers in making flow-of-work office simulations more meaningful.

Optional Activities. There is usually a period of time available during a block-of-time intensive office laboratory class for optional activities. Several activities have been described in this curriculum guide to assist the teacher in making some type of decision as to the type of optional activities which would be most appropriate in a particular school. It would not be unusual for teachers to possibly use some of the optional activities one year and others another year based upon the particular situation that exists.

UNIT COVER SHEET

BUSINESS COMMUNICATIONS

Oral
Written

DESCRIPTION OF CONTENT

In the first section of this unit, the lesson plans incorporate the comparison of listening and reading unfamiliar material. In addition, the proper manner of speaking with correct telephone techniques and the major uses of a telephone directory are emphasized. Oral responses to typical office situations through role playing are an integral part of the students' activities.

In the second section of this unit, the lesson plans cover composition skills significance for business communications. Topics will include basic composition rules, and letter styles. The subject area progresses from composing and typing simple office memorandums to business letters.

UNIT OBJECTIVE

Upon completion of this unit, the student will be able to demonstrate oral communication skills including telephone techniques, listening skills, and office-situation responses. The student will also be able to use basic written communication skills in producing correspondence appropriate for business. Competencies of the students will be measurable or observable with a rating of "adequate" as determined by the teacher.

SPECIAL INSTRUCTIONS

Oral - Utilize films, tape recorder, telephone equipment, and speakers.
Written - Stress the use of composition skills.

SUGGESTED TIME

Oral - Five days
Written - Five days

LESSON PLAN # 1

UNIT BUSINESS COMMUNICATION - Oral

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Unknown material (poem) and questions
2. Handout - Readable material (short) and questions
3. Unknown material and questions

INSTRUCTIONAL OBJECTIVES:

1. To test listening.
2. To read and answer questions on unfamiliar material.
3. To listen and answer questions on unfamiliar material accompanied by illustrations.
4. To compare listening, reading unfamiliar material, and listening to unfamiliar material accompanied by illustrations.

LEARNER ACTIVITIES:

1. Listen and take test on unfamiliar material.
2. Read handout and take test on unfamiliar material.
3. Listen to unfamiliar material accompanied by illustrations and answer questions.
4. Discuss comparative results of listening, reading unfamiliar material, and listening to unfamiliar material accompanied by illustrations.

TEACHER ACTIVITIES:

1. Read unfamiliar material and give test.
2. Hand out material to be read and give test.
3. Read material accompanied by illustrations and give test.
4. Lead discussion on comparative results of testing listening, reading unfamiliar material, and listening to unfamiliar material accompanied by illustrations.

ASSIGNMENT(S):

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Listen to and discuss tapes entitled, "Effective Listening."
2. Research and report to the class on the importance of articulation, inflection, accent, and emphasis.
3. Tape record a reading of unfamiliar material. (Have each student do a short reading.)
4. Critique the tape of other student readings, in activity three, for articulation, inflection, accent, and emphasis.
5. Do individualized study with mini-course, "Following Directions," utilizing tapes and printed materials.
6. Read and report orally on current articles on listening.
7. Make a list of ten words that have negative emotional connotation and then write synonyms with a positive connotation for each.
8. Listen to and discuss "How to Communicate an Idea."

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

Burtness and Clark. Effective English for Business Communication. South-Western Publishing Co., 1980. $11.20

Byrne, Donna. Listening Comprehension. Longmann Inc. $1.75

Filmstrip - "Basic Office Practice and Procedures." Eye Gate Series.

Gwyn, Gwyn, and Sander. The Business of Oral Communication. South-Western Publishing Co., 1979. study guide $2.56; 8 audio cassettes $130

Pasewark and Oliverio. Clerical Office Procedures. South-Western Publishing Co., 1978. $8.60

Russion, Allien R. Personality Developmental for Business. South-Western Publishing Co., 1973. $5.84

Tape - "How to Communicate an Idea," Nightingale-Conant Corporation.

Tapes - "Effective Listening" and "Following Directions," Western Tape. $49.85 and $77.75

Vining, Jean W. "Communication: Recapture the Art of Listening," Business Education Forum. February, 1978, p. 29-30.

Williams, Alfred B. "How to Improve Listening Ability," Business Education Forum. December, 1978, p. 22-23.

Williams and Eggland. Communicating at Work. South-Western Publishing Co., 1980. $5.96

LESSON PLAN # 2

UNIT BUSINESS COMMUNICATION - Oral

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. 16mm Film - "How to Lose a Customer Without Trying"
2. 16mm projector
3. Projector screen
4. Handout on telephone techniques

INSTRUCTIONAL OBJECTIVES:

1. To observe the proper manner of speaking within offices in relation to use of the telephone.
2. To discuss telephone techniques.
3. To review telepone techniques.

LEARNER ACTIVITIES:

1. View a film depicting the proper manner of speaking within offices in relation to use of the telephone.
2. Discuss telephone techniques depicted in the film.
3. Read handout on telephone techniques.

TEACHER ACTIVITIES:

1. Show a film depicting the proper manner of speaking within offices in relation to use of the telephone.
2. Lead discussion on telephone techniques depicted in the film.
3. Distribute handout on telephone techniques.

ASSIGNMENT(S):

1. Write a summary of the correct ways and incorrect ways of using the telephone depicted in the film.

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Report to the class on examples of "poor" telephone usage and changes that can be made to result in "good" telephone techniques.
2. Role play proper telephone techniques and record the conversations on tape of all the class.
3. Listen to and critique the telephone conversations in activity two.
4. Research and report orally on current articles on telephone usage.
5. View film on "If the Shoe Fits."
6. Answer questions supplied by instructor on the film shown in class.
7. Individualize study with tapes and study guide on "The Business of Oral Communications."

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

Archer, Fred C., Brecker, Raymond F. and Street, Jeffrey R. General Office Procedures. McGraw-Hill Book Company, 1975. $11.28

Film - "How to Lose a Customer Without Trying," Southwestern Bell Telephone Company.

Film - "If the Shoe Fits," Southwestern Bell Company.

Gwyn, Gwyn and Sander. The Business of Oral Communication (module 2). South-Western Publishing Co., 1980. 4 audio cassettes $65.00; study guide $2.56

Hayes, Annette. "The Overlooked Skill - Business Telephone Techniques," The Balance Sheet. October, 1978, p. 59-60.

Olbrich, Elizabeth S. "The Telephone: Your Person-to-Person Contact With the World," Today's Secretary. December, 1978, pp. 12-14.

Pasewark and Oliverio. Clerical Office Procedures South-Western Publishing Co., 1978. $8.60

Phillips, Bonnie D. Effective Business Communications. Delmar Publishing, 1977. $8.80

Russon, Allien R. Personality Development for Business. South-Western Publishing Co., 1973. $5.84

Samovar, Larry A. and Mills, Jack. Oral Communication: Message and Response. William C. Brown Company, 1976. $6.95

Telephone Talk. Personal Development Series (12 books), Delmar Publishing. $1.35

Telephone Techniques. Career Communications Series (53 options). Howard W. Sams and Co., Inc., 1976. $9.25 per package of 10

LESSON PLAN # 3

UNIT BUSINESS COMMUNICATION - Oral

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Guest speaker - Telephone representative - Topic - "Proper Telephone Usage"
2. Chalk and chalkboard
3. Telephone directory brought to school by each student
4. Dummy telephones
5. Extra telephone directories

INSTRUCTIONAL OBJECTIVES:

1. To review correct ways and incorrect ways of using the telephone as depicted in the film shown in Lesson Plan 2.
2. To list the major uses of a telephone directory.
3. To quickly find items from a telephone directory.
4. To preview proper telephone manners in using the telephone.

LEARNER ACTIVITIES:

1. Listen to guest speaker from the telephone company review the correct ways and incorrect ways of using the telephone as depicted in the film shown in Lesson Plan 2.
2. Listen to a discussion of the major uses of a telephone directory.
3. Find items from a telephone directory given by the guest speaker and teachers.
4. Observe guest speaker demonstrating proper telephone manners in using the telephone.

TEACHER ACTIVITIES:

1. Introduce or have student introduce guest speaker.
2. Assist the guest speaker in listing major uses of a telephone directory by listing uses on the chalkboard.
3. Assist the guest speaker in giving items to be found by students in telephone directory including such items as emergency calls, special names, government offices, and selected businesses.
4. Provide a "dummy telephone" for use during demonstration by guest speaker.

ASSIGNMENT(S):

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. List on a sheet the most common numbers called using a telephone directory.
2. Study a telephone bill and analyze the charges.
3. Write a dialogue appropriate for role playing an office situation.
4. Report to the class on case problems involving various types of telephone calls.
5. Type a "Most Used Numbers" telephone list in good tabulated form.
6. Make a bulletin board or collect other media with communication theme for display in classroom
7. Report on the different types of information located in a telephone directory.
8. Discuss how to get "information" on telephone numbers outside the local area.

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

Archer, Fred C., Brecker, Raymond F., and Stewart, Jeffrey R. General Office Procedures. McGraw-Hill Book Company, 1975. $11.28

Burtness and Clark. Effective English for Business Communication. South-Western Publishing Co., 1980. $11.20

Fries, Albert C., Rowe, Margaret F., Travis, Dorothy, and Blockus, Wanda. Applied Secretarial Procedures. McGraw-Hill Book Company, 1974. $12.36

Hatch, Richard. Communicating in Business. Science Research Associates. $10.36

Moon, Harry. Office Procedures. Milady Publishing Corp., 1977. $9.95

Morrison, Phyllis. The Business Office. McGraw-Hill Book Company, 1978. $10.92

Pasewark and Oliverio. Clerical Office Procedures. South-Western Publishing Co., 1978. $8.60

Russion, Allien R. Personality Development for Business. South-Western Publishing Co., 1973. $5.84

Telephone directories - small-town and large-city directories - ask local telephone business office for outdated issues for classroom use.

Williams and Eggland. Communications at Work. South-Western Publishing Co., 1980. $5.96

Work, William, et al. Relating Everyday Communication. Houghton Mifflin Company, 1975. $3.99

LESSON PLAN # 4

UNIT BUSINESS COMMUNICATIONS - Oral

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Scripts for role playing
2. Teletrainer
3. Tape recorder

INSTRUCTIONAL OBJECTIVES:

1. To orally respond to typical office situations from pre-prepared scripts.
2. To orally respond to typical office situations with only one party having a pre-prepared script.
3. To orally respond to typical office situations with neither party having a pre-prepared script.

LEARNER ACTIVITIES:

1. Role play typical office situations from pre-prepared scripts.
2. Role play typical office situations with only one party having a pre-prepared script.
3. Role play typical office situations with neither party having a pre-prepared script.

TEACHER ACTIVITIES:

1. Direct role playing with pre-prepared (two-way) scripts through use of the teletrainer and record conversation.
2. Direct role playing with pre-prepared (one-way) scripts through use of the teletrainer and record conversation.
3. Direct role playing without pre-prepared scripts through use of the teletrainer and record conversation.

ASSIGNMENT(S):

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Write critical incidents which could be role played with the teletrainer and the tape recorder.
2. Role play different types of calls, such as person-to-person, station-to-station, conference, etc.
3. View and discuss the film, "The Voice of Your Business."
4. Interview and report on the importance of incoming calls to a business. (Business could be a city office, such as Chamber of Commerce, or an office that receives reservations, such as a hotel or restaurant.)
5. Research and report orally on current articles regarding telephone communication in the business world.
6. Role play and record conversations of typical inter-office telephone communications.

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

Archer, Fred C., Brecker, Raymond F., and Stewart, Jeffrey R. General Office Procedures. McGraw-Hill Book Company, 1975. $11.28

Barker, Larry L. Communication. Prentice-Hall, Inc., 1978. $10.36

Burtness and Clark. Effective English for Business Communication. South-Western Publishing Co., 1980. $11.20

Bryant, Katherine et al. Basic English for Business Communication. Fearon - Pitman Publishers, Inc., 1978. $6.60

Film - "The Voice of Your Business," Southwestern Bell Telephone Company,

Fruehling, Rosemary T. and Bouchard, Sharon. Business Correspondence/30. McGraw-Hill Book Company, 1976. $6.16

Hatch, Richard. Communicating in Business. Science Research Associates. $10.36

Himstreet, William C. and Baty, M. Business Communications. Learning Systems Co., 1976. $4.95

Pasewark, William Rank and Oliverio, Mary Ellen. Clerical Office Procedures. South-Western Publishing Co., 1978. $8.60

Russon, Allien R. Personality Development for Business. South-Western Publishing Co., 1973. $5.84

Teletrainer and pre-prepared scripts. Southwestern Bell Telephone Company.

Williams and Eggland. Communications at Work. South-Western Publishing Co., 1980. $5.96

LESSON PLAN # 5

UNIT BUSINESS COMMUNICATION - Oral

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Tape recorder

INSTRUCTIONAL OBJECTIVES:

1. Select better ways, when applicable, of improving role playing sequences from using teletrainer.

LEARNER ACTIVITIES:

1. Listen to tape recordings of role playing sequences from Lesson Plan 4 and select ways for improvement, when applicable.

TEACHER ACTIVITIES:

1. Play tape recordings of role playing sequences from Lesson Plan 4 and assist students in making improvements, when applicable.

ASSIGNMENT(S):

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Re-role play sequences which appear to need the most improvement.
2. Maintain a weekly log of how long you have talked on the telephone - dividing time between personal and non-personal.
3. Report and discuss the various types of telephone calls.
4. Explain the rates and factors involved in determining the cost of telephone calls.
5. Discuss how impressions are formed by "What you say and how you say it." In the discussion, include proper development of voice, speech, manners, and vocabulary for telephone communication.
6. Read and discuss the following pamphlets: How to Succeed in Business by Telephone, Phone Tone, and Telephone Personality Tips.

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

Burtness and Clark. Effective English for Business Communication. South-Western Publishing Co., 1980. $11.20

Fries, Albert C., Rowe, Margaret F., Travis, Dorothy, and Blockus, Wanda. Applied Secretarial Procedures. McGraw-Hill Book Company, 1974. $12.36

Moon, Harry. Office Procedures. Milady Publishing Corporation, 1977. $9.95

Morrison, Phyllis. The Business Office. McGraw-Hill Book Company, 1978. $10.92

Olbrich, Elizabeth S. "The Telephone: Your Person-to-Person Contact with the World," Today's Secretary. December, 1978, pp. 12-14.

Pamphlets - How to Succeed in Business by Telephone, Phone Tone, and Telephone Personality Tips. Southwestern Bell Telephone Company. Free

Pasewark and Oliverio. Clerical Office Procedures. South-Western Publishing Co., 1978. $8.60

Russion, Allien R. Personality Development for Business. South-Western Publishing Co., 1973. $5.84

Samovar, Larry A. and Mills, Jack. Oral Communication: Message and Response. William C. Brown Company, 1976. $6.95

Telephone Talk. Personal Development Series (12 books). Delmar Publishing. $1.35

Williams and Eggland. Communication at Work. South-Western Publishing Co., 1980. $5.96

LESSON PLAN # 1

UNIT BUSINESS COMMUNICATION - Written

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Handouts - Requirements of a Successful Letter and Envelope and Creating a Good First Impression (teacher made)
2. Transparencies - Letters that would create a "good" first impression and a "poor" first impression (teacher made)
3. Overhead projector

INSTRUCTIONAL OBJECTIVES:

1. To preview the significance of written communication.
2. To recall the requirements of a successful business letter and envelope.
3. To preview suggestions for creating a good first impression in a letter.
4. To relate qualities of letters.

LEARNER ACTIVITIES:

1. Listen to presentation on the significance of written communication.
2. Read handout and discuss the requirements of a successful business letter and envelope.
3. Listen to the preview and read the handout on creating a good first impression.
4. View the "poor" letter and the "good" letter on the overhead and discuss qualities.

TEACHER ACTIVITIES:

1. Give presentation on the significance of written communication.
2. Distribute and discuss the handout on the requirements for a successful business letter and envelope.
3. Distribute and discuss the handout on a good first impression.
4. Show the "poor" letter and the "good" letter on overhead and lead discussion.

ASSIGNMENT(S):

1. Create a letter that will make a "good" first impression. Due next day.

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Call busdnesses and ask them to name some qualities of a good business letter. Report to class.
2. Design a bulletin board, using the theme "Requirements for a Successful Letter."
3. Analyze letters and decide if the letter handouts would create a good first impression.
4. Compose a business letter in answer to a situation problem provided by the teacher.
5. Study individually to increase spelling proficiency and vocabulary.
6. Read and discuss current magazine or newspaper articles on written communication.

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

Archer, Fred C. et al. General Office Procedures. McGraw-Hill Book Company, 1975. $11.28

Carter, Arnold. Communicating Effectively. Pelican Publishing Company, Inc. $7.95

Elliott, Norman W., Palmer, Rose and Rosen, Seymour. Typing Power - Spelling Power. Bobbs-Merrill Educational Publishing, 1975. $4.16

Gilbert, M. B. Letters That Mean Business. Wiley Self Teaching Guides, John Wiley and Sons, Inc., 1973. $4.95

House and Koebel. Reference Manual for Office Personnel. South-Western Publishing Co., 1970. $4.12

Lass, A. H. Business Spelling and Word Power. Bobbs-Merrill Educational Publishing, 1961. $6.30

Lindaur, Jacqueline. Writing in Business. Macmillan Publishing Co., Inc., 1971. $9.20

Mansfield, Carmella E. and Bahnuik, Margaret Hilton. Writing Business Letters and Reports. Bobbs-Merrill Educational Publishing, 1980.

Pasewark, William Rank and Oliverio, Mary Ellen. Clerical Office Procedures. South-Western Publishing Co., 1978. $8.60

Sabin, William A. The Gregg Reference Manual. McGraw-Hill Book Company, 1977. $5.80

Work, William, et al. Relating Everyday Communication. Houghton Mifflin Company, 1975. $3.99

LESSON PLAN # 2

UNIT BUSINESS COMMUNICATION - Written

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Handout - Paragraph Structure of Scrambled Sentences (teacher made)

INSTRUCTIONAL OBJECTIVES:

1. To preview putting ideas into sentence form.
2. To record assigned sentence.
3. To preview grouping sentences into paragraphs.
4. To match sentences in logical order.

LEARNER ACTIVITIES:

1. Listen to presentation on converting ideas or thoughts into sentence form.
2. Compose and record assigned sentence.
3. Read and discuss reasons for paragraphing.
4. Arrange scrambled group of sentences to give continuity in a paragraph.

TEACHER ACTIVITIES:

1. Explain the process of converting ideas or thoughts into sentence form.
2. Assign and observe sentence writing exercise to be completed in one minute.
3. Handout and discuss reasons for paragraphing.
4. Distribute handout and observe students unscrambling the numbered sentences.

ASSIGNMENT(S):

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Compose paragraphs in answer to situation problems provided by teacher that require utilization of figures, as well as words in the reply.
2. Listen to a guest speaker on the subject of the importance of good written communications from offices.
3. Research and discuss the importance of common transitional expressions.
4. Change a group of action sentences to passive sentences.
5. Discuss wordy phrases and unnecessary wording.
6. Write a paragraph on the meaning of the seven C's (clear, concise, correct, courteous, current, concrete, and considerate).

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

Fruehling, Rosemary T. and Bouchard, Sharon. Business Correspondence/30. McGraw-Hill Book Company, 1976. $7.95

Glatthorn, Allan A. et al. Dynamics of Language. D. C. Heath and Company, 1971. set of 3 books $9.60

Grill. Report Typing. South-Western Publishing Co., 1980. $5.28

Kredenserg. Write It Right. Barnes and Noble Books, 1976. $1.95

Leslie, Louise A. Twenty Thousand Words, Spelled and Divided for Quick Reference. McGraw-Hill Book Company, 1977. $4.80

Lewis, Norman. The New Roget's Thesaurus in Dictionary Form. G. P. Putnam's Sons, Inc., 1978. $1.75

Lewis. Word Power Made Easy. Pocket Books, Inc. $1.95

Lindaur, Jacqueline. Writing in Business. Macmillan Publishing Co., Inc., 1971. $9.20

Scargill, M. H. and Penner, P. G. Looking at Language. Scott, Foresman and Company, 1969. $2.25

Schachter and Clark. Basic English Review. South-Western Publishing Co., 1977. $3.33

Stewart, Marie M., Lanham, Frank W., Limmer, Kenneth, Clark, Lyn, and Steed, Betty Ann. Business English and Communications. McGraw-Hill Book Company, 1972. $11.96

Webster's New Collegiate Dictionary. G. and C. Merriam Company, 1977. $9.95

Webster's Student Thesaurus. Encyclopedia Britannica Educational Corp., 1978. $7.95

LESSON PLAN # 3

UNIT BUSINESS COMMUNICATION - Written

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Chalkboard
2. Transparencies - Two letters: one considers the reader's point of view; the other considers the writer's point of view (teacher made)
3. Overhead projector

INSTRUCTIONAL OBJECTIVES:

1. To preview the importance of opening sentences and/or paragraphs.
2. To discuss an effective opening sentence and/or paragraph.
3. To preview the "you" attitude in written communication.

LEARNER ACTIVITIES:

1. Listen to presentation on the importance of opening sentences and/or paragraphs.
2. Evaluate, rewrite, and discuss an effective opening sentence and/or paragraph.
3. View, listen to, and discuss the "you" attitude in written communication.

TEACHER ACTIVITIES:

1. Give presentation on the importance of opening sentences and/or paragraphs.
2. List on chalkboard effective opening sentences and/or paragraphs to be rewritten and discussed.
3. Show two transparencies of letters - one considering the reader's point of view and the other considering the writer's point of view - and lead discussion on the "you" attitude in written communication.

ASSIGNMENT(S):

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Make a list of out-moded words and phrases.
2. Make a list of fad words and alternative words.
3. Rewrite sentences assigned by teacher to express the "you" attitude.
4. Compose a letter to a friend or relative using the reader's point of view.
5. Work on individualized skill development for word division and spelling.
6. Listen to selected portions of "Basics of Business Communications" from Western Tape.

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

Brown, Alvin R. Spelling: A Mnemonics Approach. South-Western Publishing Co., 1977. $4.40

Cleary, Joseph B. and Lacombe, Joan M. English Style Skill-Builders. McGraw-Hill Book Company, 1974. $8.12

Elliott, Evelyn. Word Division. Western Tape. $24.00

Feinstein, George W. Programmed Spelling Demons. Prentice-Hall, Inc., 1976. $5.20

Fruehling, Rosemary T. and Bouchard, Sharon. Business Correspondence/30. McGraw-Hill Book Company, 1976. $7.95

Lass, A. H. Business Spelling and Word Power. Bobbs-Merrill Educational Publishing, 1961. $8.40

Leslie, Louise A. Twenty Thousand Words, Spelled and Divided for Quick Reference. McGraw-Hill Book Company, 1977. $4.80

Lindaur, Jacqueline. Writing in Business. Macmillan Publishing Co., Inc., 1971. $9.20

Silverthorn and Perry. Word Divisional Manual. South-Western Publishing Co., 1970. $4.12

Vik, Gretchen. Basics of Business Communication. Western Tape. $104.55

Work, William, et al. Relating Everyday Communications. Houghton Mifflin Company, 1975. $3.99

LESSON PLAN # 4

UNIT BUSINESS COMMUNICATION - Written

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Handout - Letter Types (teacher made)
2. Chalkboard

INSTRUCTIONAL OBJECTIVES:

1. To recall different types of letters.
2. To record letter composition exercise.

LEARNER ACTIVITIES:

1. Read and discuss handout illustrating the different types of letters: request, inquiry, acknowledgment, and thank-you.
2. Complete letter composition exercise and discuss.

TEACHER ACTIVITIES:

1. Distribute handout and discuss the different types of letters.
2. Assign letter composition exercise, (use chalkboard) observe completion, and discuss.

ASSIGNMENT(S):

ORG6-80

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Bring in copies of actual letters from home or businesses and identify the types of letters.
2. Prepare a bulletin board displaying types of letters.
3. Review all types of punctuation.
4. Listen to Western Tape material for better understanding of punctuation.
5. Diagram sentences to review parts of speech.
6. Rewrite monotonous, hard-to-follow handout letter into an effective style for correspondence.

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

Aurner, Robert and Burtness, Paul. Effective English for Business Communications. South-Western Publishing Co., 1970. $7.80

Einbecker, Dr. Polly. Punctuation for Everyday. Western Tape, 1979. recording $47.00

Fox, Edward J. and Moore, Malcolm T. Words, Phrases, Clauses: Exercises in English Grammar. Independent School Press, 1975. $2.75

Fruehling, Rosemary T., and Bouchard, Sharon. Business Correspondence/30. McGraw-Hill Book Company, 1976. $7.95

Gilbert, M. B. Letters that Mean Business. John Wiley and Sons, Inc., 1973. $4.95

Henderson, Greta L. and Voiles, Price R. Business English Essentials. McGraw-Hill Book Company, 1980. $6.36

Himstreet, William C., et al. Business English in Communications. Fearon - Pitman Publishers, Inc., 1975. $8.97

Letter Writing for the Office. National Book Company, 1976. syllabus $5.85; recordings and lectures $165.85

Lindaur, Jacqueline. Writing in Business. Macmillan Publishing Co., Inc., 1971. $9.20

Roberts and Capriotti. The Guides: A Guide to Punctuation, Capitalization, Number Typing, and Word Division. Western Tape. $ .25

Stewart, Marie M., et al. Business English and Communications. McGraw-Hill Book Company, 1972. $11.96

LESSON PLAN # 5

UNIT BUSINESS COMMUNICATION - Written

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Transparencies - Three letters of different styles (teacher made)
2. Handouts - Parts of a Letter, Punctuation Styles, and Poorly Written Letters (teacher made)

INSTRUCTIONAL OBJECTIVES:

1. To review the three commonly used letter styles.
2. To preview the parts of a letter.
3. To recall the three punctuation styles.
4. To record a letter in effective form.

LEARNER ACTIVITIES:

1. Listen to presentation on the three commonly used letter styles.
2. Read handout on the parts of a letter and listen to presentation.
3. Listen to explanation, check handout, and discuss the three punctuation styles.
4. Read handout of poorly written letter and rewrite letter in effective form.

TEACHER ACTIVITIES:

1. Show transparencies and explain the three commonly used letter styles.
2. Distribute handout and give presentation on the parts of a letter.
3. Explain as a review the three punctuation styles while distributing handout and answering any questions.
4. Distribute handout of poorly written letter and observe rewriting.

ASSIGNMENT(S):

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Compose a thank-you letter to a guest speaker who spoke to the class on the importance of good written communications from offices.
2. Compose a letter ordering an item for your office.
3. Research, discuss the proper format, and write a news release for a business.
4. Discuss as a review the advantages and practical usage of effective business communications.
5. Complete a practice set for individual study and review.
6. Review English grammar, punctuation, spelling, and word study.

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

Archer, Fred C., Brecker, Raymond, F., and Stewart, Jeffery R. General Office Procedures. McGraw-Hill Book Company, 1975. $12.24

Brown, Mariestelle. Career Communication Series. (53 options) Howard W. Sams and Co., Inc., 1976. per package of 10 $9.25

Butler and Smith. The Receptionist, People's Trust of Little Rock. South-Western Publishing Co. two cassettes $16.00; packet $6.36

DeCaprio, Annie. A Modern Approach to Business English. Bobbs-Merrill Educational Publishing, 1975. $8.03

Fruehling, Rosemary T. and Bouchard, Sharon. Business Correspondence/30. McGraw-Hill Book Company, 1976. $7.95

Gilbert, M. B. Letters that Mean Business. John Wiley and Sons, Inc., 1973. $3.72

Lamb. Word Studies. South-Western Publishing Co., 1971. $3.87

Pasewark, William Rank and Oliverio, Mary Ellen. Clerical Office Procedures. South-Western Publishing Co., 1978. $8.60

Perkins. Punctuation: A Programmed Approach. South-Western Publishing Co., 1972. $3.09

Schacter and Clark. English the Easy Way. South-Western Publishing Co., 1977. $3.33

Weiner, Solomon. Mastering Business Letter Writing. Monarch Press, 1978. $3.95

UNIT COVER SHEET

CAREERS

DESCRIPTION OF CONTENT

This unit will assist students in selecting careers which are of interest to them. In addition, the difference in aptitude and interest will be identified and discussed to assist in the process. Three career levels available upon graduation from high school will receive major emphasis. These three levels include (a) immediate employment, (b) one or two-year post-secondary education, and (c) four or more years of collegiate education. Typical careers will be listed by students under each of these three levels. Once these typical careers are identified, job descriptions will be researched and discussed for selected careers. Students will be expected to write and type actual job descriptions based on information gleaned from a study of various career choices. The sources utilized in developing the job descriptions will be listed in an acceptable bibliographical format.

UNIT OBJECTIVE

Upon completion of this unit, the student will be able to identify and discuss the different career levels, to differentiate between aptitude and interest, and to write a job description. Competencies of the students will be measurable or observable with a rating of "adequate" as determined by the teacher.

SPECIAL INSTRUCTIONS

The teachers field testing this unit suggested its use in the fall to develop the student's individualized plan.

SUGGESTED TIME

Five days

LESSON PLAN # 1

UNIT CAREERS

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Transparency - Career levels available upon graduation from high school (teacher made)
2. Chalkboard
3. Overhead projector

INSTRUCTIONAL OBJECTIVES:

1. To identify the career levels in business available upon graduation from high school.
2. To list typical careers in business under each of the three levels.
3. To select a choice of one career under each level to research.
4. To state opinions relating to any aspect of business careers.

LEARNER ACTIVITIES:

1. View a transparency with three major career levels in business available upon graduation from high school.
2. State typical careers in business under each of the three levels.
3. Select a choice of one career under each level to research.
4. State opinions relating to any aspect of business careers.

TEACHER ACTIVITIES:

1. Show with a transparency and discuss the three major career levels in business available upon graduation from high school: (a) immediate employment; (b) one- or two-year vocational training; (c) collegiate preparation.
2. Listen to students and list on chalkboard typical careers in business under each of the three levels.
3. List on paper the three careers selected by the students to research.
4. Direct students to state opinions relating to any aspect of the careers chosen.

ASSIGNMENT(S):

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Compose a short paper comparing the requirements of an office job today with one fifty years ago.
2. Have a guest speaker from a post-secondary school talk about schools' degree offerings in conjunction with career opportunities.
3. Survey community facilities for self-educational facilities.
4. List the occupations which you could possibly enter.
5. Organize a panel discussion on "Planning a Business Career."
6. Establish, make arrangements for speakers in segment areas, and manage a career workshop for the Business Department or the entire school.
7. Research the life of famous living Americans to determine the jobs and education they have had.

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

Haskins, James. Jobs in Business and Office. Lothrop, Lee and Shepard Co., 1974. $6.25

Hauser, Travis and Gray, Lee L. Writing the Research and Term Paper. Dell Publishing Co., Inc. $ .95

Inglish, Joyce and Jackson, Joan. Research and Composition: A guide for the Beginning Researcher. Prentice-Hall, Inc., 1977. $3.60

Kenneke, Larry. Career Development Activities. Harold W. Sams and Co., Inc., 1973. $4.09

Kimbrell, Grady and Vineyard, Ben S. Entering the World of Work. McKnight Publishing Co., 1978. $12.64

Klevins, Gil. Your Career in Office Occupations. Arco Publishing Company Inc., 1978. $5.95

Mansfield, Carmella E. and Bahniuk. Writing Business Letters and Reports. Bobbs-Merrill Educational Publishing, 1980.

Marchak, John P. Career Direction Series. Changing Times Educational Service. set of 6 $ .75

Popham, Estelle and Ettinger, Blanche. Office Occupations. National Textbook Co., 1976. $5.50

Ristau and Bagget. Exploring Careers in Business. South-Western Publishing Co., 1978. $3.84.

Schill, William J. and Nichols, Harold E. Career Choice and Career Preparation. Interstate Printers and Publishers, 1970. $5.95

Stacy, Clement S. Write: Finding Things to Say and Saying Them. Scott, Foresman and Company, 1974. $3.87

LESSON PLAN # 2

UNIT CAREERS

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Handouts - Sources for Career Information and Job Description of an Actual Position (teacher made)
2. School counselor (if available)

INSTRUCTIONAL OBJECTIVES:

1. To identify sources from which valid career information may be secured.
2. To preview the difference between aptitude and interest.
3. To read a job description of an actual business career.

LEARNER ACTIVITIES:

1. Listen to discussion and read handout of sources from which career information may be secured.
2. Listen to brief discussion of differences between aptitude and interest.
3. Read and discuss a job description of an actual business career.

TEACHER ACTIVITIES:

1. Distribute handouts of sources for career information and have teacher and/or school counselor explain the use of these sources. Be sure to include Dictionary of Occupational Titles, Occupational Outlook Handbook, and Encyclopedia of Careers and Vocational Guidance.
2. Discuss the differences between aptitude and interest with help of counselor (if available).
3. Hand out and discuss job description of an actual business career.

ASSIGNMENT(S):

1. Study in more detail job description which was handed out in class.
2. Be prepared to discuss important elements of a job description.
3. Write a job description for one of the careers previously selected for research.

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Take an aptitude inventory test prior to this unit on careers.
2. Take photographs (possibly slides) of person(s) in selected career(s) and carry on a brief interview related to the job(s).
3. List the advantages and disadvantages of selected job(s).
4. View and discuss the films, "The Big Picture - Choosing Your Career" and/or "The Road to Responsibility."
5. Discuss the handout after viewing the film, "A Career is Calling."
6. Survey individual interest of activities through the Kuder General Interest Survey and determine individual profile.
7. Develop a reading list to explore and broaden your interests for career areas of your choosing.

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

Appraisal of Occupational Aptitudes. Houghton Mifflin Company. test booklets, package of 35 $14.10

Archer, Fred C. et al. General Office Procedures. McGraw-Hill Book Company, 1975. $10.60

Film - "A Career is Calling," Educational Materials, Southwestern Bell Telephone.

Film - "The Big Picture - Choosing Your Career," Association Films, Inc.

Film - "The Road to Responsibility," Proctor and Gamble Company.

Fries, Albert and Clayton, Dean. Timed Writings About Careers. South-Western Publishing Co., 1975. $3.96

"Kuder Occupational Interest Survey," (testing interests) Science Research Associates. materials and scoring set $43.50

Meehan, James, et al. Clerical Office Procedures. South-Western Publishing Co., 1973. $8.60

Meehan, James, et al. Secretarial Office Procedures. South-Western Publishing Co., 1977. $7.96

Price, Ray G., Hall, J. Curtis and Blockus, Wanda. Business and You as a Consumer, Worker, and Citizen. McGraw-Hill Book Company, 1979. learner activity guide II $4.20; text $9.18

Reading Through Career Exploration. (handbook, teacher's manual, activities, pictures, and cassette tape), Leswing Press. $17.95

LESSON PLAN # 3

UNIT CAREERS

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Blank transparencies
2. Overhead projector

INSTRUCTIONAL OBJECTIVES:

1. To recall important elements of a job description.
2. To discuss with others a job description to determine if it appears to have all of the important elements.
3. To write a job description of the other two careers selected to research based on best information available without utilizing resources previously discussed.

LEARNER ACTIVITIES:

1. Discuss important elements of a job description.
2. Discuss with others in "Buzz Groups" the previously assigned job description.
3. Write a job description of the other two careers selected to research leaving out those elements not known.

TEACHER ACTIVITIES:

1. List the important elements of a job description on a blank transparency as the students identify them.
2. Divide the students into "Buzz Groups" to share previously completed job descriptions to determine if all of the important elements are incorporated.
3. Supervise the writing of a job description of the other two careers selected for research leaving out those elements not known.

ASSIGNMENT(S):

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Clip from current newspaper and periodicals at least seven different business careers.
2. Create a poster collage of careers in business from clippings brought to class.
3. Take a valid and reliable interest inventory to assist in determining a suitable career choice.
4. View and discuss the film, "Let's Look at Careers."
5. Listen to a guest speaker who discusses the training required to enter the job market in particular areas.
6. Interview personnel at the State Employment Office for jobs/careers available locally and the requirements for entry-level positions.
7. View and discuss the film, "Careers in Business."

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

Angel, Juvenal L. Matching High School Graduates to Jobs. Monarch Press, 1979. $12.50

Dictionary of Occupational Titles. Superintendent of Documents, U. S. Government Printing Office.

Film - "Careers in Business," (14 minutes - 16mm full color) MPC Educational Publishers. $215.00

Film - "Let's Look at Careers," Essential Education.

Flanagan, John C. Planning Career Goals. (a career guidance instrument) McGraw-Hill Book Company, 1976.

Hopke, William E., et al. Encyclopedia of Careers and Vocational Guidance. J. G. Ferguson Company, 1978. $54.95

Occupational Outlook Handbook. Superintendent of Documents, U. S. Government Printing Office.

Paulson, Blanche B., Kuder, G. Frederick. "Discovering Your Real Interest," (from Guidance Series Booklets) 32 books, Science Research Associates. set $41.80; $1.55 each

Planning Career Goals. (from Project TALENT) McGraw-Hill Book Company, 1976.

Price, Ray G., Hall, J. Curtis, and Blockus, Wanda. Business and You as a Consumer, Worker, and Citizen. McGraw-Hill Book Company, 1979. $9.18

Ristau and Baggett. Exploring Careers in Business. South-Western Publishing Co., 1978. $3.84

Wenn, Charles S. Careers in Focus - Exploring Business and Office Occupations. McGraw-Hill Book Company. program of student manuals, worksheet booklets, sound filmstrips, and interview cassettes

LESSON PLAN # 4

UNIT CAREERS

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Handout - Bibliography Sample Sheet (teacher made)

INSTRUCTIONAL OBJECTIVES:

1. To research three careers in business for the three levels.

LEARNER ACTIVITIES:

1. Research the three business career levels selected in lesson 1.

TEACHER ACTIVITIES:

1. Distribute handout and explain procedures for researching (in Instructional Materials Center or Library) business careers on the three levels. One-page report to be composed and typed on each career level with the fourth sheet for references.

ASSIGNMENT(S):

1. Organize, research data, and compose one-page report for each career choice.

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Invite someone from the Employment Securities Commission and/or a private employment agency to discuss career opportunities.
2. Interview at least three people in ascertaining how they arrived in their particular careers, and do either an oral or written report.
3. View and discuss filmstrip, "Why Work at All?"
4. Visit the school counselor (or other appropriate person) and discuss whether your abilities measure up to your interests and how to best utilize these abilities.
5. Write a paper on "How I Can Broaden My Interests" and share ideas with the class.
6. Prepare a notebook on career areas of self interest and explain duties in detail.
7. View and discuss films on different careers.

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

Blocher, D. H. Developmental Counseling. Wiley and Sons, Inc., 1974. $10.95

Career Information and Development. Time Share Corporation, 1970. $22.50

Careers in Depth Series. Richard Rosen Press, Inc. price range from $5.00 to $10.00

Chapman, Elwood N. Career Search: A Personal Pursuit. Science Research Associates, 1976.

Diamond, Esther E., et al. Career Planning Notebook. Science Research Associates. package of 10 $22.00

Epstein, Cynthia F. Women's Place: Options and Limits in Professional Careers. University of California Press, 1970. $2.45

Films - "A Career is Calling" and "Anything You Want to Be," Southwestern Bell Telephone Co.

Filmstrip - "Why Work at All?" D-106 318: Job Attitude Series, Guidance Associates.

Hopke, William E. The Encyclopedia of Careers and Vocational Guidance, Volume I - Planning Your Career; Volume II - Careers and Occupations. J. G. Ferguson Company, 1978. set $49.95

Karlin, Muriel and Margules, Morton. Pathway to Careers. Globe Book Company, Inc., 1975. $4.40

Price, Ray G., Hall, J. Curtis, and Blockus, Wanda. Business and You as a Consumer, Worker, and Citizen. McGraw-Hill Book Company, 1979. $9.18

Rettig, Jack L. Careers: Exploration and Decision. Prentice Hall, Inc., 1974 $2.97

LESSON PLAN # 5 AIDS/SUPPLIES NEEDED:

UNIT CAREERS

COURSE OFFICE PROCEDURES

INSTRUCTIONAL OBJECTIVES:

1. To record information on three business careers.

LEARNER ACTIVITIES:

1. Type (double space) information related to the three jobs researched in lesson 4 with emphasis on items appearing in a job description with sources listed on fourth page in bibliographical format.

TEACHER ACTIVITIES:

1. Supervise typing of report (3 pages) and bibliography (1 page). (Typing paper and correction materials may need to be furnished depending on school policy.)

ASSIGNMENT(S):

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Interview individual(s) whose career(s) is(are) being researched and report findings.
2. Study want ads in the newspaper to assist in determining the current needs of business and industry. Study last year's ads of same period to determine if there has been any change.
3. Organize discussion/debate with one group representing the future with college and the other without college.
4. List jobs that are classified as skilled, semi-skilled, and unskilled.
5. Discuss the cost of continuing education after high school and how this can be managed.
6. Write an editorial on the advisability of taking some vocational courses in high school.

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

Andrews, Margaret. It's Up to You and The Job You Want. (from the Opportunity Knocks Series) McGraw-Hill Book Company. $3.40 each

Arco Handbook of Job and Career Opportunities. Manpower Research Associates, Arco Publishing Company, Inc., 1978. $3.95

Bennett, R. L. Careers Through Cooperative Work Experience. John Wiley and Sons, Inc., 1977. $6.95

Chapman, Elwood. Career Search. Science Research Associates. $4.60

Diamond, Esther E., et al. Career Planning Notebook. Science Research Associates, 1977. $2.20

Price, Ray G. and Hall, J. Curtis. Business and You Filmstrip Series. Part III, McGraw-Hill Book Company, 1973. filmstrips and records $192.00

Price, Ray G., Hall, J. Curtis, and Blockus, Wanda. Business and You as a Consumer, Worker, and Citizen. McGraw-Hill Book Company, 1979. $9.18

Rensick, William C. and Lottich, Philip B. Your Future With or Without College. Bellman Publishing Co., 1971. $2.95

Rettig, Jack L. Careers: Exploration and Decision. Prentice Hall, Inc., 1974. $2.97

Ristau and Baggett. Exploring Careers in Business. South-Western Publishing Co., 1978. $3.84

Schill, William J. and Nichols, Harold E. Career Choice and Career Preparation. Interstate Printers and Publishers, 1970. $5.95

UNIT COVER SHEET

DEVELOPMENTAL SKILLS

Business English
Business Math
Business Spelling

DESCRIPTION OF CONTENT

The developmental skills unit is introduced with a section on English related to business. An explanation and demonstration of the value of a good business vocabulary is combined with a review of the basic principles of grammar and punctuation.

The second unit is devoted to business math. After a review of the fundamentals of addition, subtraction, multiplication, and division, students will solve problems involving percentages, ratios, and fractions as they relate to today's business.

The last unit previews a review of spelling rules. The importance of correct spelling for both personal and business is stressed.

UNIT OBJECTIVE

Upon completion of this unit, the student will be able to demonstrate basic English skills, to apply the fundamentals of business math, and to correctly spell commonly-used terms for both personal and business use. Competencies of the student will be measurable or observable with a rating of "adequate" as determined by the teacher.

SPECIAL INSTRUCTIONS

Business English - Use prior to written activities.
Business Math - Review as a group plus individual study.
Business Spelling - Preview one day prior to weekly assignments of word lists.

SUGGESTED TIME

Business English - Five days
Business Math - Five days
Business Spelling - One day

LESSON PLAN # 1

UNIT DEVELOPMENTAL SKILLS - Business English

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Handout - List of vocabulary words (teacher made)
2. Handout - Worksheet on the ways to improve vocabulary (teacher made)

INSTRUCTIONAL OBJECTIVES:

1. To review the importance of word power in the medium of communication.
2. To explain and demonstrate the value of good vocabulary in the office situation.
3. To discuss and formulate ways of improving one's vocabulary.

LEARNER ACTIVITIES:

1. Listen and discuss the importance of word power in the medium of communication.
2. Read handout of vocabulary words essential to the office situation and illustrate, through discussion, understanding of their importance.
3. List and appraise methods for improving one's vocabulary while discussing the handout/worksheet.

TEACHER ACTIVITIES:

1. Give presentation on the importance of word power in the medium of communication and lead discussion to stress that words represent power - the power to convey facts and ideas, as well as the power to influence people.
2. Distribute handout (List of vocabulary words), analyze through discussion words essential to the office situation, and assess understanding of these words.
3. Handout the worksheet on the ways to improve vocabulary while leading discussion on methods that apply.

ASSIGNMENT(S):

1. Complete worksheet on the ways to improve vocabulary.

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Take a pretest of the twenty most commonly used business terms.
2. Provide substitutions for a list of words by using The New Roget's Thesaurus.
3. Two students prepare an original skit applying incorrect English. After listening to the skit, the class will write a paragraph describing the incorrect English.
4. Listen to tapes - "The Principles of Business Communication."
5. Compare various means of communication as to cost, speed, availability, and importance.
6. Work crossword puzzles in local newspaper.
7. Study special-purpose vocabularies, such as Legal, Medical, etc.

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

Aurner, Robert and Burtness, Paul. Effective English for Business Communications. South-Western Publishing Co., $8.60

Berbrich, Joan D. One Hundred and One Ways to Learn Vocabulary. AMSCO School Publishing Inc., 1971. $4.33

Bergman, Floyd. English Teachers Activities Handbook. Allyn and Bacon, Inc., 1976. $15.95

El-Arby, Sara A. Audio Visual Aids for Teaching English. Longman, Inc. $3.50

Froiland-Davidson, Leslie J. and McLean, Dr. Gary N. Principles of Business Communications. Western Tape.

Himstreet, William C. et al. Business English in Communication. Prentice-Hall, Inc., 1975. $11.96

Lewis, Norman. edited by. The New Roget's Thesaurus in Dictionary Form. G. P. Putnam's Sons, Inc., 1978. $1.75

Randall, Tony. "How to Improve Your Vocabulary," Power of the Printed Word. International Paper Company, 1979. free

Schacter, Norman. English the Easy Way. South-Western Publishing Co., 1977. $2.96

Stewart, Marie M. et al. Business English and Communications. McGraw-Hill Book Company, 1972. $11.36

Stewart, Marie M. et al. Student Projects and Activities. McGraw-Hill Book Company, 1972. $4.56

The Legal Word Book. Houghton Mifflin Company, 1978. $5.96

The Medical and Health Science Word Book. Houghton Mifflin Company, 1978. $5.21

The Right Word, A Concise Thesaurus. Houghton Mifflin Company, 1978. $2.96

LESSON PLAN # 2

UNIT DEVELOPMENTAL SKILLS - Business English

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Transparencies for presentation of general rules (teacher made)
2. Overhead projector.
3. Handout - Review exercise (teacher made)
4. Chalkboard

INSTRUCTIONAL OBJECTIVES:

1. To state correct answers for review exercise from previous day.
2. To review general agreement principles of subject and predicate.
3. To idenfity inverted order of sentence structure and its effect on agreement principles.
4. To recall collective noun principles of use.
5. To recognize compound subjects in relation to the verb.
6. To discuss rules for special phrases (neither, nor, etc.).
7. To relate special nouns to the proper master rules.
8. To recall rules for part, portion, or amount nouns.

LEARNER ACTIVITIES:

1. Identify correct answers for review exercise from previous day.
2. Listen to presentation and view transparencies to recall general rules for agreement of subject and predicate.
3. Rearrange sentences to normal order to identify subject and predicate.
4. Discuss and identify collective nouns and apply principles of singular or plural usage.
5. Identify compound subjects and apply principles of agreement in relation to the verb.
6. Discuss and recall rules for special phrases.
7. Listen to the master rules for special nouns and demonstrate understanding by illustration.
8. Discuss and apply rules for part, portion, or amount nouns.

TEACHER ACTIVITIES:

1. Evaluate and discuss answers for review exercise from previous day.
2. Explain the general rules for agreement of subject and predicate using transparencies with examples.
3. Illustrate inverted order and give sentences to be rearranged.
4. Explain and discuss rules governing use of collective nouns.
5. Identify compound subjects and illustrate principles of agreement in relation to the verb.
6. Explain and discuss rules for special phrases.
7. Present the master rules for special nouns and listen to examples to check understanding.
8. Explain and discuss rules that apply for part, portion, or amount nouns.

ASSIGNMENT(S):

1. Complete handout of review exercise.

ORG6-80

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Take a pretest to find weaknesses.
2. Diagram sentences relating the parts of the sentences to each other.
3. Read humorous sentences with misplaced modifiers to show importance of good sentence structure and discuss.
4. Complete mini-course on nouns and verbs.
5. Make a bulletin board about the parts of speech.
6. Use workbooks or individualized material to reinforce understanding.

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

Bamman, H. A. Target Language Skills Program. (Usage Kit: Guides for Standard English) Addison - Wesley Publishing Co., Inc., 1976. $243.00

Basic Grammar Review. Youth Education Systems, Inc. $1.25

Burnham, Philip and Lederer. Basic Verbal Skills - Grammar Workbook. Independent School Press. $2.25

Dixon, Robert J. Practice Exercises in Everyday English. Regents Publishing, 1957. $2.50

Ferreira, Linda. Verbs in Action. Newberry House Publishers, 1978. $4.95

Gaddis and Adams. A Guide to Typewriting Style and Selected Business Forms. Western Tape, 1979. $ .25

Hutchinson, Lois. Standard Handbook for Secretaries. McGraw-Hill Book Company, 1976.

Kertiens, Gene. edited by. English Modular Mini-Courses. Modules include manuals for 12 students and cassettes. Educulture Inc. $26.50

Lewis, Norman. Better English. Dell Publishing Co. $1.95

Pack, Alice C. Verb Choices and Verb Forms. Newberry House Publishers, 1977. $6.95

Roberts and Capriotti. The Guides: A Guide to Grammar and Word Usage. Western Tape. $ .30

Schuster, Slade. Slade Short Course in Grammar. Independent School Press. $1.95; spirit masters $3.25

Stewart, Marie. et al. Business English and Communication. McGraw-Hill Book Company, 1972. $11.36

LESSON PLAN # 3

UNIT DEVELOPMENTAL SKILLS - Business English

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Handout - Review exercise (teacher made)
2. Chalkboard

INSTRUCTIONAL OBJECTIVES:

1. To state correct answers for review exercise from previous day.
2. To review indefinite pronouns as part of subject in relation to the verbs.
3. To recall the forms of pronouns and the rules that determine their case.
4. To review rules when the pronoun is the subject of the verb.
5. To review rules when the pronoun is the predicate nominative.
6. To review rules when the pronoun is the complement of the infinitive to be.
7. To demonstrate understanding of pronouns by completing review exercise.

LEARNER ACTIVITIES:

1. Identify correct answers for review exercise from previous day.
2. Discuss and explain indefinite pronouns and apply rules in relation to verbs.
3. Listen and assimilate rules for determining the case of pronouns.
4. Discuss and illustrate rules when the pronoun is the subject of the verb.
5. Discuss and illustrate rules when the pronoun is the predicate nominative.
6. Discuss and illustrate rules when the pronoun is the complement of the infinitive to be.
7. Complete the review exercise on pronouns.

TEACHER ACTIVITIES:

1. Evaluate and discuss answers for review exercise from previous day.
2. Explain and lead discussion on indefinite pronouns and apply rules in relation to verbs.
3. Illustrate and explain rules for determining case of pronouns.
4. Explain and lead discussion on use of nominative case pronouns as subject of the verb.
5. Explain and discuss rules when the pronoun is the predicate nominative.
6. Explain and discuss use of the nominative/objective case of pronouns with the infinitive to be.
7. Distribute and observe the completion of the review exercise on pronouns.

ASSIGNMENT(S):

1. Complete the review exercise on pronouns for next class.

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Take a pretest to find weaknesses.
2. Write original sentences using pronouns as the subject of a verb, predicate nominative, and complement of the infinitive to be.
3. Play game in which you write as many pronouns as you can in a set timed period.
4. Discuss the current practice of using non-sexist pronouns in publications today - Research any current laws on this subject.
5. Substitute pronouns for nouns in sentences where applicable.
6. Diagram sentences.

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

Alger, Ralph K. Basic Skills in Grammar. Cambridge Book Co., Inc. $3.25

Brown, Mariestelle. Career Communication Series, (53 options) Option 47 - Option 52 Grammatical Construction. Howard W. Sams and Co., Inc. $9.23 per package of 10.

Checking Your English: Basic Grammar Text-Workbook. Boyd and Fraser Publishing Co., 1974. $5.95

Dixon, Robert J. Tests and Drills in English Grammar. Regents Publishing Co., Inc., 1972. $1.75

Ferreira, Linda. Verbs in Action. Newberry House Publishers, 1978. $4.95

Hooper, Vincent F. English Verb Conjugations. Barron's Educational Series, Inc., 1975. $3.95

Lewis, Norman. Better English. Dell Publishing Co. $1.95

Pack, Alice C. Pronouns and Determiners. Newberry House Publishers. $5.50

Practical English Program, 4 volumes. School Book Service. 1979. $2.45

Schachter and Clark. English the Easy Way. South-Western Publishing Co., 1977. $4.44

Stewart, Marie M. et al. Business English and Communication. McGraw-Hill Book Company, 1972. $11.36

Stewart, Marie M. et al. Student Projects and Activities. McGraw-Hill Book Company, 1972. $4.56

Wood. English Verb Idioms. Pocket Books, Inc. $2.50

LESSON PLAN # 4

UNIT DEVELOPMENTAL SKILLS - Business English

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Handout - Review exercise (Pronouns - teacher made)
2. Handout - Exercise on comma usage (Include a couple exercises of each topic on commas for both days 4 and 5 to be completed in class - teacher made)

INSTRUCTIONAL OBJECTIVES:

1. To state correct answers for review exercise from previous day.
2. To recognize rules for pronouns used in compounds.
3. To identify rules for use of self-ending pronouns.
4. To recognize the proper pronouns to be used in statements of comparison.
5. To review use of who, whom, whoever, and whomever.
6. To preview the importance of the comma.
7. To recall the use of the comma with parenthetical words and non-restrictive phrases.
8. To review use of the comma with explanatory expressions.
9. To identify use of the comma with listed words or phrases.

LEARNER ACTIVITIES:

1. Identify correct answers for review exercise from previous day.
2. Listen and discuss for mastery rules for pronouns used in compounds.
3. Listen and apply rules for use of self-ending pronouns.
4. Demonstrate and discuss the proper pronouns to be used in statements of comparison.
5. Discuss and analyze the use of who, whom, whoever, and whomever.
6. Listen to presentation on the importance of the comma.
7. Practice the master use of the comma on handout after listening to explanation of comma with parenthetical words and non-restrictive phrases.
8. Discuss and demonstrate use of the comma with explanatory expression.
9. Listen, discuss, and apply usage of the comma with listed words and phrases.

TEACHER ACTIVITIES:

1. Evaluate and discuss answers for review exercise from previous day.
2. Explain, illustrate, and discuss rules for pronouns used in compounds.
3. Discuss to evaluate and clarify rules for use of self-ending pronouns.
4. Moderate discussion and analyze for understanding usage of the proper pronouns in the statements of comparison.
5. Illustrate and discuss the use of who, whom, whoever, and whomever.
6. Explain the importance of the comma.
7. Distribute handout, explain use of comma with parenthetical words and non-restrictive phrases, and observe.
8. Illustrate and discuss the comma with explanatory expressions and observe completion of exercises.
9. Explain use of comma with listed words and phrases, also discuss correct application on exercise examples.

ASSIGNMENT(S):

1. Complete review exercise on pronouns and preview new topic on comma usage.

ORG6-80

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Take a pretest to determine weaknesses.
2. Proofread typed copy for punctuation and spelling errors.
3. Present a skit on the overused/underused comma.
4. Work parts of speech puzzler.
5. Have a Scrabble tournament in class.
6. Diagram sentences from simple to complex.

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

Alger, Ralph K. Basic Skills in Grammar. Cambridge Book Co., Inc. $3.25

Basic Grammar Review. Youth Educational Systems, Inc. $1.25

Benner, Patricia A. and Law, Virgina L. Punctuation Power (Book 7) Trouble-Shooter One Series. Houghton Mifflin Company, 1979. $1.95

Brown, Mariestelle. Career Communication Series (53 options) Option 47 - Option 52 Grammatical Construction. Howard W. Sams and Co., Inc., 1976. $9.23 per package of 10

Fleming, Harold. English Grammar: Forms and Structures. Boyd and Fraser Publishing Co., 1971. $4.95

Fox, Edward J. Jr. and Moore, Malcolm T. Words, Phrases, Clauses: Exercises in English Grammar. Independent School Press, 1975. $2.75

Knohn, Robert and Staff. English Sentence Structure. University of Michigan Press, 1971. $4.95

Pack, Alice. Pronouns and Determiners. Newberry House Publishers. $5.50

Perkins. Punctuation: A Programmed Approach. South-Western Publishing Co., 1972. $4.12

Roberts and Capriotti. The Guides: A Guide to Grammar and Word Usage. Western Tape. .30¢

Stewart, Marie M. et al. Business English and Communication. McGraw-Hill Book Company, 1972. $11.36

Stewart, Marie M. et al. Student Projects and Activities. McGraw-Hill Book Company, 1972. $4.56

Wilkie, Barbara J. Fun Things for Learning in Business/Office. American Enterprises Inc., 1975. $5.00

LESSON PLAN # 5

AIDS/SUPPLIES NEEDED:

1. Chalkboard

UNIT DEVELOPMENTAL SKILLS - Business English

COURSE OFFICE PROCEDURES

INSTRUCTIONAL OBJECTIVES:

1. To state correct answers for review exercise from previous day.
2. To identify the comma being used in place of omitted words.
3. To explain use of comma after inverted construction.
4. To recall compound sentences with comma usage.
5. To review use of comma with verbal clauses.
6. To describe the comma with dates, cities, and states.
7. To identify comma usage when there is expression of direct address.
8. To review use of the comma when questions are added to statements.
9. To recall the use of the comma with contrasts.
10. To describe the use of the comma with two descriptive adjectives.

LEARNER ACTIVITIES:

1. Identify correct answers for review exercise from previous day.
2. Discuss and illustrate use of comma in place of omitted words. (Correctly punctuate exercise sheet after each topic is discussed.)
3. Listen, discuss, and complete exercise on inverted construction.
4. Discuss compound sentences and master use of comma.
5. Identify verbal clauses with examples of usage.
6. Demonstrate use of comma in the exercise for dates, cities, and states.
7. Discuss the use of commas for expressions of direct address.
8. Listen, discuss, and illustrate use of comma when questions are added to statements.
9. Discuss use of comma with contrasts.
10. Illustrate and discuss use of the comma with two descriptive adjectives.

TEACHER ACTIVITIES:

1. Evaluate and discuss answers for review exercise from previous day.
2. Illustrate and discuss use of comma in place of omitted words. (Correctly punctuate exercise after each topic is discussed.)
3. Explain inverted construction and discuss with examples.
4. Discuss use of comma with compound sentences.
5. Lead discussion and listen to examples of commas with verbal clauses.
6. Observe and discuss use of comma in the exercise for dates, cities, and states.
7. Explain and discuss use of commas for expressions of direct address.
8. Illustrate and discuss purpose of comma when questions are added to statements.
9. Explain and discuss use of comma with contrasts.
10. Discuss use of the comma with two descriptive adjectives.

ASSIGNMENT(S):

ORG6-80

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Take a pretest on comma usage.
2. Complete extra drills.
3. Listen to tapes for better understanding of punctuation.
4. Give examples of optional commas.
5. Review all types of punctuation.
6. Type mailable letter from handwritten error-ladden copy.

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

Basic Grammar Review. Youth Educational Systems, Inc. $1.25

Brown, Mariestelle. Career Communication Series (53 options) Option 24 - Punctuation, Comma, Semicolon, Colon. Howard W. Sams and Co., Inc. $9.25 per package of 10

Burnham, Philip and Lederer. Basic Verbal Skills - Grammar Workbook. Independent School Press. $2.25

Cleary, Joseph B. and Lacombe, Joan M. English Style Skill-Builders. McGraw-Hill Book Company, 1980. $8.00

Einbecker, Dr. Polly. Punctuation for Everybody. Western Tape, 1979. recordings $47.00

Fox, Edward J. and Moore, Malcolm T. Words, Phrases, Clauses: Exercises in English Grammar. Independent School Press, 1975. $2.75

Greenwood, Nancy N. Spelling, Capitalization, Punctuation. (Cassette and Activity Books) Special Learning Corp. $10.95

Laird, E. Stanley. Hands-On Grammar: An Instant Resource. Fearon - Pitman Publishers, Inc., 1978. $1.95

McKnight and Staff. World of Communications - Audiovisual Media (films, transparencies and other supplementary materials available). McKnight Publishing Co.

Perkins. Punctuation: A Programmed Approach. South-Western Publishing Co., 1972. $4.12

Roberts and Capriotti. The Guides: A Guide to Punctuation, Capitalization, Number Typing, and Word Division. Western Tape. .25¢

Sandow, Lyn. Punctuation. Grolier Educational Corporation, 1971. $8.50

Shaw, Harry. Punctuate It Right. Barnes and Noble Books, 1963. $2.25

LESSON PLAN # 1

UNIT DEVELOPMENTAL SKILLS - Business Math

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Transparencies that illustrate types of addition (teacher made)
2. Overhead projector
3. Handout - Review Exercise (teacher made)

INSTRUCTIONAL OBJECTIVES:

1. To preview the importance of understanding good fundamentals of math for business use.
2. To review principles of addition.
3. To record correct answers for review exercise.
4. To relate correct answers for review exercise.
5. To discuss problem areas revealed in calculations of review exercise.

LEARNER ACTIVITIES:

1. Listen to the presentation on the importance of understanding good fundamentals of math for business use.
2. View illustrations and listen to the review on the principles of addition.
3. Record correct answers for review exercise.
4. Relate correct answers for review exercise.
5. Discuss problem areas and listen to explanation on calculations of review exercise.

TEACHER ACTIVITIES:

1. Present ideas on the importance of understanding fundamentals of math for business use. Review areas will cover addition, subtraction, multiplication, and division.
2. Illustrate the various types of addition, whole numbers, decimals, dollars and cents, and fractions with transparencies. (Show reverse addition to verify.)
3. Distribute handout of review exercise and observe its completion. (Use horizontal placement in some review problems.)
4. Listen, observe, and discuss the review exercise for method of calculation.
5. Explain and discuss problem areas revealed in the calculations of the review exercises with the students individually.

ASSIGNMENT(S):

1. Individualized drill/study to correct specific areas that show as a weakness in the student's mathematical background, especially in addition.

ORG6-80

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Take a pretest to find weaknesses.
2. Do additional problems in special areas that need reviewing.
3. Listen to a speaker from a business who would emphasize the need for good math skills in the business world.
4. Work on individual programmed learning series.
5. Write a short essay listing five different everyday situations where adding quickly and correctly is a necessity.
6. Play number games for skill development.

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

An Alternative to Mathematics. (3 parts - recordings, lessons, and syllabi), National Book Company, 1976.

Basic Skills in Mathematics. Allyn and Bacon, Inc. unit $15.00

Deitz, James et al. Business Mathematics for Colleges. South-Western Publishing Co., 1978. $8.96

Ernest, John. Basic Business Mathematics. Glencoe Publishing Co., 1977. $11.96

Fairbank, Roswell E., Schultheis, Robert A., Piper, Edwin B. Applied Business Mathematics. South-Western Publishing Co., 1975. $7.96

Huffman, Harry et al. Math for Business Careers. McGraw-Hill Book Company, 1975. $11.25

Locke, F. M. Wiley Self Teaching Guide. Wiley and Sons, Inc., 1972. $5.95

Martinka, Marie. Vocational Mathematics for Business. South-Western Publishing Co., 1978. $3.80

Morrison, Phyllis. Basic Math Skills. McGraw-Hill Book Company, 1972. $6.20

Rosenberg, R. Robert and Lewis, Harry. Business Mathematics. McGraw-Hill Book Company, 1968. $11.40

Schiro, Michael. Thirty-Three Arithmetic Skill Development Games. Fearon - Pitman Publishers, Inc., 1978. $3.50

Skills in Mathematics: An Overview of Consumer Skills and Fundamental Skills. National Assessments of Education Progress. free

LESSON PLAN # 2

UNIT DEVELOPMENTAL SKILLS - Business Math

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Transparencies that illustrate types of subtraction (teacher made)
2. Overhead projector
3. Handout - Review exercise (teacher made)

INSTRUCTIONAL OBJECTIVES:

1. To review the principles of subtraction.
2. To record correct answers for review exercise.
3. To relate correct answers for review exercise.
4. To discuss problem areas revealed in calculations of the review exercise.

LEARNER ACTIVITIES:

1. View illustrations and listen to the review of the principles of subtraction.
2. Record correct answers for the review exercise.
3. Relate correct answers for the review exercise.
4. Listen and discuss the problem areas that are revealed from the calculations of the review exercise.

TEACHER ACTIVITIES:

1. Illustrate the various types of subtraction - whole numbers, decimals, dollars and cents, and fractions.
2. Distribute handout of review exercise and observe its completion.
3. Listen, observe, and discuss the review exercise for method of completion.
4. Explain and discuss problem areas revealed in the calculations of the review exercise with the students individually.

ASSIGNMENT(S):

1. Individualized drill/study to correct specific areas that appear to be weak in the student's mathematical background, especially in subtraction.

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Take a pretest to find weaknesses.
2. Do additional problems in special areas that need review.
3. Set up and discuss bank accounts, making daily deposits, withdrawals, or writing checks and maintaining a correct daily balance.
4. Prepare a skit showing what you should do if you are under or over charged in a retail store transaction.
5. View film "This Business of Numbers."
6. Play number games for skill development.

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

Bush, Grace and Young, John. Mathematics of Business. Science Research Associates, Inc. $7.16

Fairbank, Roswell E. et al. Mathematics for the Consumer. South-Western Publishing Co., 1978. $6.40

Film - "This Business of Numbers," 16 mm-sound - 20 minutes, Associated Films, Inc., 1969. (probably return postage only)

Goozner, Calman. Arithmetic Skills. AMSCO School Publishers, Inc., 1973. $7.93

Hobbs, Glenn M. and McKinney, James. Practical Mathematics. American Technical Society, 1973. $6.04

Locke, F. M. Wiley Self Teaching Guide. Wiley and Sons, Inc., 1972. $5.95

Martinka, Marie. Vocational Mathematics for Business. South-Western Publishing Co., 1978. $3.80

Morrison, Phyllis. Basic Math Skills. McGraw-Hill Book Company, 1972. $6.20

Neinstein, Murray and Kornbluh, Elaine. Business Mathematics. Barron's Educational Series, Inc., 1975. $3.95

Schiro, Michael. Thirty Three Arithmetic Skill Development Games. Fearon--Pitman Publishers, Inc., 1978. $3.50

Rosenberg, R. Robert and Lewis, Harry. Business Mathematics. McGraw-Hill Book Company, 1968. $11.40

Tuttle, Michael D. Practical Business Math: A Performance Approach. William C. Brown Co., Publishers, 1978. $11.95

LESSON PLAN # 3

UNIT DEVELOPMENTAL SKILLS - Business Math

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Transparencies that illustrate types of multiplication (teacher made)
2. Overhead projector
3. Handout - Review exercise (teacher made)

INSTRUCTIONAL OBJECTIVES:

1. To review the principles of multiplication.
2. To record the correct answers for the review exercise.
3. To relate the correct answers for the review exercise.
4. To discuss problem areas revealed in calculations of the review exercise.

LEARNER ACTIVITIES:

1. View illustrations and listen to the review of the principles of multiplication.
2. Record the correct answers for the review exercise.
3. Relate the correct answers for the review exercise.
4. Listen and discuss the problem areas that are revealed in the calculations of the review exercise.

TEACHER ACTIVITIES:

1. Illustrate the various types of multiplication - whole numbers, decimals, dollars and cents, and fractions.
2. Distribute handout of review exercise and observe its completion.
3. Listen, observe, and discuss the review exercise for method of completion.
4. Explain and discuss problem areas revealed in the calculations of the review exercise with the students individually.

ASSIGNMENT(S):

1. Individualized drill/study to correct specific areas that appear to be weak in the student's mathematical background, especially in multiplication.

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ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Take a pretest to find weaknesses.
2. Complete practical problems needed in a business situation.
3. Discover current interest rates and figure interest on fictitious loans.
4. Review on individual basis for increase competency in decimals, fractions, and percents.
5. Play number games.
6. Work number puzzles.

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

Crawford, Lucy and Lynch, Richard. Finance and Credit. McGraw-Hill Book Company, 1979. $4.52

Fairbank, Roswell E., Schultheis, Robert A., Piper, Edwin B. Applied Business Mathematics. South-Western Publishing Co., 1975. $7.96

Gotthard, Warren F. Decimals, Fractions, and Percents. Western Tape, 1978. student handbook $1.35

Huffman, Harry et al. Math for Business Careers. McGraw-Hill Book Company, 1975. $11.28

Lamb, Sydney H. Mathematical Games, Puzzles, and Fallacies. Arco Publishing, Inc. $1.95

Morrison, Phyllis. Basic Math Skills. McGraw-Hill Book Company, 1972. $6.20

Olson, Milton C. and McNelly, A. E. Business and Consumer Arithmetic. Prentice-Hall, Inc., 1974. $10.47

Practical Problems in Mathematics for Office Workers. Delmar Publishing, 1977. $5.20

Rosenberg, R. Robert and Lewis, Harry. Business Mathematics. McGraw-Hill Book Company, 1968. $11.40

Rucker, Walter E. and Dilley, Clyde A. Math Card Games. Creative Publishing (Algebra, Decimals, Fractions, and Per Cent), 1974. $5.50

Swienciki, Lawrence N. Adventures with Arithmetic Series. Creative Publishing (Algebra, Decimals, Fractions, and Per Cent), 1974. set $14.00; workbooks $4.00

Williams, Walter E. and Reed, James H. Fundamentals of Business Mathematics. William C. Brown Co., Publishers, 1977. $5.95

LESSON PLAN # 4

UNIT DEVELOPMENTAL SKILLS - Business Math

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Transparencies that illustrate types of division (teacher made)
2. Overhead projector
3. Handout - Review exercise (teacher made)

INSTRUCTIONAL OBJECTIVES:

1. To review the principles of division.
2. To record correct answers for the review exercise.
3. To relate correct answers for the review exercise.
4. To discuss problem areas revealed in calculations of the review exercise.

LEARNER ACTIVITIES:

1. View illustrations and listen to the review of the principles of division.
2. Record correct answers for the review exercise.
3. Relate correct answers for the review exercise.
4. Listen and discuss the problem areas that are revealed from the calculations of the review exercise.

TEACHER ACTIVITIES:

1. Illustrate the various types of division - whole numbers, decimals, dollars and cents, and fractions.
2. Distribute handout of review exercise and observe its completion.
3. Listen, observe, and discuss the review exercise for method of completion.
4. Explain and discuss problem areas revealed in the calculation of the review exercise with the students individually.

ASSIGNMENT(S):

1. Individualized drill/study to correct specific areas that appear to be weak in the student's mathematical background, especially in division.

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Take a pretest to find weaknesses.
2. Do additional problems in special areas that need review.
3. Complete practical problems needed in a business situation.
4. Make a bulletin board illustrating mathematics.
5. Play number games for skill development.
6. Work on individual basis for increase competency in decimals, fractions, and percents.

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

Fairbank, Roswell E., Schultheis, Robert A., Piper, Edwin B. Applied Business Mathematics. South-Western Publishing Co., 1975. $7.96

Fisher. et al. Arithmetic Review. Fearon - Pitman Publishing Inc., 1960. $2.60

Gossage, Loyce C. and Briggs, Milton. Mathematics Skill Builder. South-Western Publishing Co., 1977. $4.48

Henderson, George L. and Glunn, Lowell D. Let's Play Games in General Mathematics. National Text Book Co. $6.75

Huffman, Harry et al. Math for Business Careers. McGraw-Hill Book Company, 1975. $11.28

Mangan. et al. Arithmetic for Self-Study. Wadsworth Publishing Co., Inc. $11.95

Mira, J. A. Arithmetic Clear and Simple. Harper and Row Publishers, Inc., 1976. $2.50

Rock, Sidney and Miller, Samuel I. Career Mathematics: Practical Applications for Nonmechanical and Business Occupations. Hayden Book Co., Inc., 1978. $12.44

Rosenberg, R. Robert and Lewis, Harry. Business Mathematics. McGraw-Hill Book Company, 1968. $11.40

Rosenberg, R. Robert and Risser, Joy. Consumer Math and You. McGraw-Hill Book Company, 1979. $9.96

Whitney, David C. First Steps to Math Series. Watts, Franklin, Inc., 1970. (7 book series) $4.35 each

Williams, Edward. Back to Basics - Math Series. Barron Educational Series, Inc., 1979. (3 books) $1.95

LESSON PLAN # 5

UNIT DEVELOPMENTAL SKILLS - Business Math

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Transparencies that illustrate statistical problems of percent, ratio, probability, and proportion (teacher made)
2. Overhead projector
3. Handout - Review exercise (teacher made)

INSTRUCTIONAL OBJECTIVES:

1. To preview the concept of basic statistics.
2. To recognize percent as a ratio.
3. To explain that percents have equivalent fractional and decimal numbers.
4. To illustrate finding the percent of a number using the fractional method.
5. To recognize probability and proportion expressed in fractions, decimals, and percents.
6. To record correct answers for review exercise.
7. To discuss calculations of the review exercise.

LEARNER ACTIVITIES:

1. View illustrations and listen to the presentation of basic statistics.
2. Discuss and demonstrate by working problems that percent is a ratio.
3. Illustrate that percents have equivalent fractional and decimal numbers.
4. Explain the percent of a number using the fractional method.
5. Listen and discuss ways of expressing probability and proportion using fractions, decimals, and percents.
6. Record correct answers for review exercise.
7. Listen and discuss calculations of the review exercise.

TEACHER ACTIVITIES:

1. Show transparencies while giving presentation of basic statistics, including percent, ratio, probability, and proportion.
2. Explain, illustrate, and give problems that demonstrate percent as a ratio.
3. Discuss examples that show percents have equivalent fractional and decimal numbers.
4. Listen to examples that illustrate finding the percent of a number using the fractional method.
5. Explain and discuss probability and proportion expressed in fractions, decimals, and percents.
6. Distribute handout of review exercise and observe its completion.
7. Correct and discuss calculations of the review exercise.

ASSIGNMENT(S):

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Take a pretest to find weaknesses.
2. View films on "Life Skills."
3. Bring newspaper or magazine stories which employ percents in some way, which can be discussed with the entire class. (Sports, stockmarket, commodities, etc.)
4. Conduct surveys such as what television program those contacted are watching at a certain hour. Set up ratios to illustrate choices.
5. Complete practice set for general review.
6. Conduct a class survey comparing characteristics of students in the class as percentages of total class. (Age, sex, color of eyes, hair, etc.)
7. Prepare a budget showing the percentages of personal allowances (earnings) that are spent on each area.

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

Bush, Grace, and Young, John. Mathematics of Business. Science Research Associates. $7.16

Film - "Life Skills," Society for Visual Education, Inc., 1979. (Package has ratio, proportion, interest, and discount buying.)

Goodman, Richard. Modern Statistics. Arco Publishing Co., Inc., 1964. $1.45

Gossage, Loyce C. and Briggs, Milton. Mathematics Skill Builder. South-Western Publishing Co., 1977. $2.64

Hadley, G. Elementary Statistics. Holden-Day Inc., 1969. $14.95

Henderson, George L. and Glunn, Lowell D. Let's Play Games in General Mathematics. National Textbook Company. $6.75

Johnson, Donovan A. and Glenn, William H. Exploring Mathematics on Your Own. Transatlantic Art, Inc. (series of 22) $1.95

Kushner, Harvey W. Understanding Basic Statistics: A Structural Approach. Holden-Day Inc., 1977. $12.95

McCutcheon, George B. Challenge Math Series. National Textbook Company. $1.50

Rosenberg, R. Robert and Sexton, Joseph. Business Math on the Job: A Practice Set. McGraw-Hill Book Company, 1969. $5.12

Smith, S. M. Introduction to Investment Mathematics. Franklin Publishing Co., Inc., 1967. $6.20

Steinbach, Robert and Evans, Robert. Mini-Course in Mathematics. Educulture, Inc.

LESSON PLAN # 1

UNIT DEVELOPMENTAL SKILLS - Business Spelling

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Chalkboard
2. Transparencies - List of mispronounced/misspelled words (teacher made)
3. Overhead projector
4. Handouts - Homonyms, How to Study Words, and Spelling Word List (teacher made)

INSTRUCTIONAL OBJECTIVES:

1. To recognize the importance of correct spelling as a communication tool for both personal and business use.
2. To preview the significance of pronunciation for correct spelling.
3. To recall words that sound alike but are spelled differently.
4. To review spelling rules.
5. To discuss methods of studying words.
6. To demonstrate the use of the method of studying words.

LEARNER ACTIVITIES:

1. Listen and discuss the importance of correct spelling as a communication tool for both personal and business use.
2. Observe and listen to presentation on the significance of pronunciation for correct spelling.
3. Read and discuss handout on words that sound alike but are spelled differently.
4. Recall and discuss spelling rules.
5. Read handout on "How to Study Words."
6. Employ through discussion method "How to Study Words" on first list of words in "Spelling Word List."

TEACHER ACTIVITIES:

1. Lead discussion on the importance of correct spelling as a communication tool for both personal and business use. (Make list on chalkboard for both areas.)
2. Show transparencies while explaining the significance of pronunciation for correct spelling and demonstrate proper pronunciation of words listed.
3. Distribute handout on homonyms and discuss.
4. Explain and discuss spelling rules.
5. Distribute and discuss handout on "How to Study Words" and attached "Spelling Word List."
6. Demonstrate and employ discussion on "How to Study Words" on first list of words in "Spelling Word List."

ASSIGNMENT(S):

1. Weekly assignment from "Spelling Word List" which will be tested on a specific day. (Assign a specific day.)

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Listen to a speaker from the business world whose topic is "Spelling Reflects on the Sender."
2. Work at individual pace through "Spelling Improvement Packet," (teacher made) or "Fundamentals of Vocational Spelling," commercially produced.
3. Listen to cassettes and utilize text of "Spelling Drills and Exercises" either individually or as a group.
4. Do crossword puzzles.
5. Participate in spelling contest.
6. Complete workbook - Spelling: A Mnemonics Approach. (ni 'mon iks)
7. Proofread typed copy for punctuation and spelling errors.

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

Almenoff, Phyllis and Dallari, Elaine Danner. The Spelling Box. Educational Activities, Inc. $89.00

Blumenthal, Joseph C. et al. English Work Shop. Harcourt Brace Jovanovich, Inc., 1973. $3.00

Brendel, LeRoy A. and Near, Doris. Spelling Drills and Exercises - Programmed for the Typewriter. McGraw-Hill Book Company, 1974. $3.60

Brown, Alvin R. Spelling: A Mnemonics Approach. South-Western Publishing Co., 1977. $4.40

Brown, James I. and Pearsall, Thomas E. Better Spelling: Fourteen Steps to Spelling Improvement. D. C. Heath and Company, 1979. $3.16

"It Pays to Enrich Your Word Power," Reader's Digest. The Reader's Digest Association, Inc. $.95

Lamb, Marion M. Word Studies. South-Western Publishing Co., 1971. $3.96

Mersand, Joseph and Griffith, William. Spelling Your Way to Success. Barron's Educational Series, Inc., 1974. $7.50

Ross, Stephen V. Spelling Made Simple. Doubleday & Co., Inc., 1971. $1.95

Shefter, Harry. Six Minutes a Day to Perfect Spelling. Pocket Books, Inc. $1.95

Warriner, John. English Grammar and Composition. Harcourt Brace Jovanovich, Inc., 1977. $3.30

Wood, Merle. Fundamentals of Vocational Spelling, Western Tape. (Phases I and II primarily geared to the high school student. Recording sets, student handbooks, spirit masters, and teacher's manual available.)

UNIT COVER SHEET

HUMAN RELATIONS

Attitudes
Personality Development

DESCRIPTION OF CONTENT

This unit on human relations includes lesson plans related to both attitudes and personality development. The introductory section involves a preview of the meaning of attitude, and an illustration of how attitude is reflected in dress, facial expression, and body carriage. The material will assist students in recognizing why and how people respond to each other.

This second section of this unit is on personality development. It is devoted to identifying ego states--parent, adult, and child. Conditional and unconditional impressions are defined, and the four basic life positions are analyzed. Discussion is devoted to individual personality characteristics for self improvement.

UNIT OBJECTIVE

Upon completion of this unit, the student will be able to illustrate the meaning of attitude and evaluate how and why people respond to each other. The student will also be able to describe the three ego states and personality characteristics. Competencies of the students will be measurable or observable with a rating of "adequate" as determined by the teacher.

SPECIAL INSTRUCTIONS

The field testing group of teachers suggested early use of this section to establish individual self improvement programs.

SUGGESTED TIME

Attitudes - Two days
Personality - Three days

LESSON PLAN # 1

UNIT HUMAN RELATIONS - Attitude

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Posters of "Amoebas"
2. Handout - Positive and Negative Attitudinal Traits (teacher made)

INSTRUCTIONAL OBJECTIVES:

1. To preview the meaning of attitude.
2. To list positive and negative attitudinal traits.
3. To relate how attitude is reflected in dress, facial, and body expressions.

LEARNER ACTIVITIES:

1. Assess posters showing "Amoebas" and discuss the attitude of each.
2. Evaluate positive and negative attitudinal traits.
3. Discuss how attitude is reflected in dress, facial, and body expressions.

TEACHER ACTIVITIES:

1. Display "Amoeba" posters for students to view.
2. Handout list of positive and negative attitudinal traits.
3. Lead discussion concerning attitude displayed by dress, facial, and body expressions.

ASSIGNMENT(S):

1. Make a list of traits that are pleasing and/or disagreeable displayed by sales personnel.

ORG6-80

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Listen to sales manager discuss personality attitudes that all employees should possess.
2. Make a list of your good personality traits.
3. Make a list of your personality traits that might create problems in a business situation.
4. Have students create "Amoeba" posters.
5. View and discuss filmstrip, "Dealing With People."
6. Discuss teacher assigned case problems on attitude.

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

Adler, R. and Towne, N. Looking Out - Looking In: Interpersonal Communication. Holt, Rineharte and Winston, Inc., 1978. $12.95

Andrews, Margaret. Opportunity Knocks Series. McGraw-Hill Book Company, (6 books). $3.64

Baltus, Rita K. Personal Psychology for Life and Work. McGraw-Hill Book Company, 1976. $7.40

Chapman, Elwood N. Your Attitude is Showing. Science Research Associates, 1979.

Eggland and Williams. Human Relations in Business. South-Western Publishing Co., 1977. $4.47

Filmstrip - "Dealing With People," - Basic Office Practices and Procedures Eye Gate Media, 1972.

Kahn, Charles H. Going Places With Your Personality. Fearon - Pitman Publishers, 1971. $2.20

Laird, D. A., Laird, E. C., Fruehling, R. T. and Swift, W. P. Psychology: Human Relations and Motivation. McGraw-Hill Book Company, 1975. $13.00

Neff, Mary and Domer, Marilyn. Exploring Your Values. Science Research Associates. $1.55

Ray, Bobby. Teen Profile. Milady Publishing Company, 1973.

Roan, Pearl. Book About You. Barrons Educational Series, 1965. $1.00

Russon, Allien R. Personality Development for Business. South-Western Publishing Co., 1973. $7.24

LESSON PLAN # 2

UNIT HUMAN RELATIONS - Attitude

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Transparencies - "Your Job - How to Lose It."
2. Overhead projector

INSTRUCTIONAL OBJECTIVES:

1. To list pleasing/disagreeable traits.
2. To preview the relationship between attitude and job performance.
3. To preview the consequences of poor job attitude.

LEARNER ACTIVITIES:

1. Analyze and discuss the previously assigned list of pleasing/disagreeable traits.
2. Discuss attitudes for employability and job performance success.
3. View and discuss transparencies - "Your Job - How to Lose It."

TEACHER ACTIVITIES:

1. Discuss with students the previously assigned list of pleasing/disagreeable traits.
2. Lead discussion on attitudes for employability and job performance success.
3. Show transparencies and lead discussion on "Your Job - How to Lose It."

ASSIGNMENT(S):

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. View and discuss transparencies, "You and Your Co-Workers."
2. Participate in a skit portraying an employee with positive job performance attitudes.
3. List, in order of importance, characteristics that constitute a positive work attitude.
4. Listen to and discuss the tapes, "The Magic of Attitude."
5. Listen to and discuss the tapes, "Understanding Values," (Positive Life Attitudes).
6. Write a short report describing and analyzing the most successful individual you know.

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

Adler, R. and Towne, N. Looking Out - Looking In: Interpersonal Communication. Holt, Rineharte and Winston, Inc., 1978. $12.95

Andrews, Margaret. Opportunity Knocks Series. McGraw-Hill Book Company, (6 books). $3.64

Baltus, Rita K. Personal Psychology for Life and Work. McGraw-Hill Book Company, 1976. $7.40

Davidson, Jim. Life Plan. Pioneer Press, 1976.

Eggland and Williams. Human Relations in Business. South-Western Publishing Co., 1977. $4.47

Filmstrip - "You and Your Co-Workers," Singer Company, Educational Division, (6614-7) 1973.

Hanson and Parker. Personal Development Transparency Series. "Quality-Ability" and "Success-Ability," South-Western Publishing Co. $22.00 each

Laird, D. A., Laird, E. C., Fruehling, R. T. and Swift, W. P. Psychology: Human Relations and Motivation. McGraw-Hill Book Company, 1975. $13.00

Russon, Allien R. Personality Development for Business. South-Western Publishing Co., 1973. $7.24

Tapes - "The Mind of Man" and "The Magic of Attitudes," Earl Nightingale Series, Nightingale-Conant Corp.

Tapes - "Understanding Values," Zig Zigler, from See You at the Top Series. Positive Life Attitudes for America.

Transparencies - "Your Job - How to Lose It," State Employment Security Division, Little Rock, Arkansas.

Williams and England. Communication at Work. South-Western Publishing Co., 1980. $4.47

LESSON PLAN # 1

UNIT HUMAN RELATIONS - Personality Development

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Handouts - Born to Win, Explanations of Ego States (teacher made)
2. Chalkboard

INSTRUCTIONAL OBJECTIVES:

1. To preview the parent, adult, child ego states.
2. To recognize identification factors of the ego state.
3. To identify ego state.
4. To recognize each ego state.
5. To relate understanding by constructing an ego gram.

LEARNER ACTIVITIES:

1. Listen to explanation and discuss the parent, adult, child ego states.
2. Record ego identification factors - facial expression, tone of voice, and words or phrases.
3. Discuss handout on ego states.
4. Demonstrate the three ego states.
5. Discuss and construct an ego gram.

TEACHER ACTIVITIES:

1. Explain and discuss the parent, adult, child ego states.
2. List and describe the facial expressions, tone of voice, and key words or phrases that differentiate the three ego states. Use chalkboard.
3. Distribute handout and discuss the statements indicative to each ego state.
4. Place students into groups of three and have them act out each of the ego states.
5. Discuss and assist students in constructing an ego gram.

ASSIGNMENT(S):

1. Read handout - Born to Win.
2. Read related material.

ORG6-80

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Use additional role playing. Have three students role play in front of entire class.
2. Research, write, and discuss solutions for case problems assigned by teacher (from text or related material).
3. View and discuss the personality area of Personal Development Transparency Series.
4. Listen to guest speaker discuss the history of personality development.
5. Interview business persons for the personality traits they look for in their employees.
6. Make a list of "good" and "bad" personality traits.

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

Davidson, Jim. Life Plan. Pioneer Press. tapes and workbook set

Dussay, John. Ego Grams. Harper and Row Publishers, 1977.

Eggland and Williams. Human Relations in Business. South-Western Publishing Co., 1977. $4.47

Freed, Alvyn M. T. A. for Teens and Other Important People. Jalmar Press, Inc.

Green, Hannah. I Never Promised You a Rose Garden. American Book Company, manual, spirit master, and tests

Hanson and Parker. Personality Development Transparency Series. set of 80 $200.00

James, Muriel and Jongeward, Dorothy. "Born to Win," Family Circle. June, 1975, pp. 25-32.

Jongeward, James and Jongeward, Dorothy. Born to Win. Addison-Wesley Publishing Co., 1971. $4.95

Lair, Jess. I Ain't Much Baby - But I'm All I've Got. Doubleday and Company, Inc., 1972. $2.25

Personal Hygiene for Business. Milady Publishing Co. slides, cassette, and manual $58.00

Russon, Allien R. Personality Development for Business. South-Western Publishing Co., 1973. $7.24

Sinick, Daniel. Your Personality and Your Job. Science Research Associates. $1.55

Woollams, Stan and Brown, Michael. Transactional Analysis. Huron Valley Institute, 1978.

LESSON PLAN # 2

UNIT HUMAN RELATIONS - Personality Development

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Scripts People Live - "A Fuzzy Tale"
2. Handout - Born to Win (teacher made)
3. Chalkboard

INSTRUCTIONAL OBJECTIVES:

1. To recall ego grams from the previous class meeting.
2. To define stroking.
3. To preview various types of strokes.
4. To define conditional and unconditional strokes.
5. To define three basic transactions - crossed, complementary, and ulterior.
6. To list the differences in the three transactions.

LEARNER ACTIVITIES:

1. Evaluate, discuss, and identify problems on ego grams from previous class meeting.
2. Listen to explanation of stroking.
3. Listen to "A Fuzzy Tale."
4. Record definition of conditional and unconditional stroking.
5. Listen to the definition of the three basic transactions - crossed, complementary, and ulterior.
6. Record the differences in the three transactions.

TEACHER ACTIVITIES:

1. Evaluate, discuss, and answer question in review of ego grams from previous class meeting.
2. Explain definition of stroking.
3. Read out loud "A Fuzzy Tale."
4. Explain definition of conditional and unconditional strokes.
5. Explain the crossed, complementary, and ulterior transactions.
6. Illustrate on chalkboard the three transactions.

ASSIGNMENT(S):

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Take a quiz over the the three transactions or stroking.
2. Research and develop a personal profile.
3. Practice giving strokes to others and to self.
4. Read and discuss the "You - Yourself Books."
5. View film on human relations and discuss.
6. Participate in role playing the three basic transactions.

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

Baltus, Rita K. Personal Psychology for Life and Work. McGraw-Hill Book Company, 1976. text-workbook $7.40

Cosgrove, Marjorie C. and Unruh, Irma. Discovering Yourself. Science Research Associates.

Fruehling, Rosemary T. Working at Human Relations. McGraw-Hill Book Company, set includes films, cassettes, and teacher's manual $112.00; text-workbook $3.78

Jongeward, James and Jongeward, Dorothy. Born To Win. Addison-Wesley Publishing Co., 1971. $4.95

Kahn, Charles H. Going Places With Your Personality. Fearon - Pitman Publishers, Inc., 1971. $2.20

Menninger, W. Walter. Growing Emotionally and Understanding Yourself. Science Research Associates. $1.55

My Personal Profile. Milady Publishing Co. workbook $4.03

Russon, Allien R. Personality Development for Business. South-Western Publishing Co., 1973. $7.24

Steiner, Claude M. Scripts People Live. "A Fuzzy Tale," Bantam Books, 1975.

Woollams, Stan and Brown, Michael. Transactional Analysis. Huron Valley Institute, 1978.

Wrenn, C. Gilbert and Schwarzrock, Shirley. You - Yourself Books - Coping With Series. American Guidance Service, Inc. booklets $1.05

LESSON PLAN # 3

UNIT HUMAN RELATIONS - Personality Development

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Handout - List of Desirable Personality Characteristics (teacher made)

INSTRUCTIONAL OBJECTIVES:

1. To preview personality characteristics.
2. To record a list of personality assets.
3. To name one personality characteristic to be improved.
4. To recall a plan for improvement of personality characteristics.

LEARNER ACTIVITIES:

1. Listen to discussion and read list of personality characteristics.
2. Prepare and evaluate a list of personality assets.
3. Select one personality characteristic for improvement.
4. Devise a plan for improving weak personality characteristics.

TEACHER ACTIVITIES:

1. Distribute and discuss handout on personality characteristics.
2. Observe and analyze student's list of personality assets.
3. Appraise each student's personality characteristic to be improved.
4. Assist in formulation of a plan for improving weak personality characteristics.

ASSIGNMENT(S):

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Participate in a buzz group in which a discussion of personality vs. attitude is discussed.
2. Research in current publications on personality development.
3. Wear to class clothes that best describe your personality.
4. Divide class in half and have one group pantomine positive personality characteristics and one group pantomine negative personality characteristics
5. Prepare a list of personality traits after interviewing an employer or employee.
6. Write a personality profile on a famous American.

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

Adler, R. and Towne, N. Looking Out - Looking In: Interpersonal Communication. Holt, Rineharte, and Winston, Inc., 1978. $12.95

Andrews, Margaret. Opportunity Knocks Series. McGraw-Hill Book Company, (6 books). $3.64

Baltus, Rita K. Personal Psychology for Life and Work. McGraw-Hill Book Company, 1976. $7.40

Davidson, Jim. Life Plan. Pioneer Press, 1976.

Eggland and Williams. Human Relations in Business. South-Western Publishing Co., 1977. $4.47

Family Development Series. PFD Project. "Becoming a More Effective Person," Steck-Vaughn Company, 1978. $1.98

Howley and Fanella. Journey to Self-Discovery: A Valuing Workbook. Winston Press, Inc. $2.95

Johnson, David W. Reaching Out: Interpersonal Effectiveness and Self-Actualization. Prentice-Hall, Inc. $5.56

Menninger, William C. "Understanding Yourself," Guidance Series Booklets, Science Research Associates. $1.55

My Personal Profile. Milady Publishing Company. workbook $5.75

Russon, Allien R. Personality Development for Business. South-Western Publishing Co., 1973. $7.24

Tallent. Psychology: Understanding Ourselves and Others. American Book Company, 1977. $8.79

Wrenn, C. Gilbert and Schwarzrock, Shirley. You - Yourself Books, "Do I Know the Me Others See," Coping With Series, American Guidance Service, Inc., 1973. $1.05

UNIT COVER SHEET

INTRODUCTION TO DATA PROCESSING

DESCRIPTION OF CONTENT

In this unit the lesson plans are organized to provide an introduction to the area of data processing. Activities provide an opportunity for students to become familiar with the computer and its various functions. Two of the major topics included will be programming and the input/output processes. Other selected topics and related concepts in data processing are explored. In addition, procedures and equipment representative of data processing installations are studied and evaluated in terms of their usage. Career requirements and opportunities related to data processing receive major emphasis.

UNIT OBJECTIVE

Upon completion of this unit, the student will be able to identify selected concepts and functions related to computers, to evaluate the use of data processing personnel and equipment, and to list career requirements and opportunities in data processing. Competencies of the students will be measurable or observable with a rating of "adequate" as determined by the teacher.

SPECIAL INSTRUCTIONS

Films were utilized in the lesson plans because many teachers do not have the background to feel comfortable in presenting the area of data processing. The additional student activities on the reverse of the lesson plans are organized to be used in lieu of the films should the presentor desire.

SUGGESTED TIME

Five days

LESSON PLAN # 1

UNIT INTRODUCTION TO DATA PROCESSING

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Film - "Thinking Machines"
2. 16mm projector and screen

INSTRUCTIONAL OBJECTIVES:

1. To preview capabilities of the computer.
2. To discuss capability concepts of the computer.

LEARNER ACTIVITIES:

1. View the film, "Thinking Machines," and consider possible answers to the question, "Can a computer think?"
2. Recall and discuss capabilities of the computer presented in the film.

TEACHER ACTIVITIES:

1. Show film, "Thinking Machines," that poses the question, "Can a computer think?"
2. Lead discussion on capabilities of the computer presented in the film.

ASSIGNMENT(S):

1. Prepare report on one of the following topics:
   A. How a computer Helps or Hinders Some Persons While Performing a Task.
   B. A New Development in the World of Computers.
   Newspaper and magazine articles should be the source for the report. Due on day five.

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Report to the class on the historical development of data processing.
2. Diagram and discuss on the board or with charts on poster board the subject, "What a Computer Does."
3. Investigate data processing concepts through the use of the punch card.
4. Research and discuss the use of data processing in business today.
5. Identify jobs/careers that are related to computers and data processing.
6. View audio-visual material - "Introduction to Data Processing."
7. Work individualized program - first learning unit, "Introduction to Data Processing," in Business Data Processing.

REFERENCE AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

Film - "Thinking Machines," Southwestern Bell Film Library. free

Filmstrip - "Introduction to Data Processing," (7 filmstrips with cassettes), Number one in series, Data Processing Sound Filmstrips, South-Western Publishing Co., 1971. $96.00

Grosvenor, Gilbert M., "Behold the Computer Revolution," National Geographic Magazine. National Geographic Society, November, 1970.

Oliverio, Mary Ellen and Pasewark, William Rank. Secretarial Office Procedures. South-Western Publishing Co., 1972. $8.94

Robichaud, Beryl, Muscat, Eugene and Hall, Alix-Marie. Data Processing Work Kit. McGraw-Hill Book Company, 1977. practice set $7.48

Robichaud, Beryl, Muscat, Eugene and Hall, Alix-Marie. Introduction to Data Processing. McGraw-Hill Book Company, 1977. $10.80

Swanson, Boynton, Ross and Hanson. Century 21 Accounting. South-Western Publishing Co., 1977. $9.21

"The Computer Society," Time Magazine. Time Inc., February 20, 1978.

Wanous, S. J., Wanous, E. E., Wagner, Gerald E., Introductory Data Processing. South-Western Publishing Co., 1973. $5.16

Weaver, D. H. et al. Business Data Processing. McGraw-Hill Book Company, 1977. $4.56

Wood, Merle W. Computers, People and Data. South-Western Publishing Co., 1972. $2.84

Wood, Merle W. You are a Data Processor. South-Western Publishing Co., 1972. $2.84

LESSON PLAN # 2

UNIT INTRODUCTION TO DATA PROCESSING

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Filmstrip - "Living with Computers" (A & B parts)
2. 35mm projector
3. Record player

INSTRUCTIONAL OBJECTIVES:

1. To preview programming concepts.
2. To discuss the concepts of programming.

LEARNER ACTIVITIES:

1. View the filmstrips and identify programming concepts.
2. Explain and discuss the concepts of programming developed in the filmstrips.

TEACHER ACTIVITIES:

1. Show the filmstrips "Computers Can't Think" and "Programming."
2. Organize discussion on the concepts of programming developed in the filmstrips.

ASSIGNMENT(S):

1. Study information on input for data processing in any commercially prepared material.

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Read commercially prepared material, explain, and identify the four steps in the data processing function (origin, input, processing, and output).
2. List and define new terminology in data processing. (Vocabulary development and tabulation drill in typing.)
3. Illustrate with a flow chart (using templates for symbols) the steps in the data processing cycle.
4. Research and debate manual data processing vs. mechanical data processing.
5. View film "What is EDP?" and discuss.
6. Work individualized program - second learning unit, "Manual and Mechanical Data Processing," in Business Data Processing.

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

Arnold, Robert R. Introduction to Data Processing. Wiley and Sons, 1966.

Awad, Elias M. Automated Data Processing. Prentice-Hall Publishers, 1973. $12.76

Film - "What is EDP?" (13 minutes, color and sound) IBM Film Activities.

Filmstrip - "Flow Chart," (7 filmstrips with cassettes), Number two in series, Data Processing Sound Filmstrips, South-Western Publishing Co., 1971. $96.00

Filmstrip - "Living With Computers," (filmstrip series A through F with records), Eye-Gate House.

Morrison, James W. Principals of Data Processing. Arco Publishing Company, Inc., 1977. $7.50

Pasewark, William Rank and Oliverio, Mary Ellen. Clerical Office Procedures. South-Western Publishing Co., 1978. $8.60

Robichaud, Beryl, Muscat, Eugene and Hall, Alix-Marie. Introduction to Data Processing. McGraw-Hill Book Company, 1977. $10.80

Spencer, Donald D. What Computers Can Do. Camelot Publishing Company, 1977. $9.95

Weaver, D. H. et al. Business Data Processing. McGraw-Hill Book Company, 1977. $4.56

Wood, Merle W. Computers, People and Data. South-Western Publishing Co., 1972. $2.84

Wood, Merle W. You are a Data Processor. South-Western Publishing Co., 1972. $2.84

LESSON PLAN 3

UNIT INTRODUCTION TO DATA PROCESSING

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Filmstrips - "Living With Computers" (C & D parts)
2. 35mm projector
3. Record player

INSTRUCTIONAL OBJECTIVES:

1. To preview data processing input.
2. To discuss the input process.
3. To relate information on input for data processing found in outside reading assignment.

LEARNER ACTIVITIES:

1. View filmstrips on data processing input.
2. Discuss the input process.
3. Explain and discuss information on input of data processing found in outside reading.

TEACHER ACTIVITIES:

1. Introduce and show filmstrips on data processing input with the topics, "Putting the Work In" and "Living With Computers."
2. Lead discussion on interpretation of concepts of the input process.
3. Listen to discussion by students (from outside reading assignment) regarding input of data processing.

ASSIGNMENT(S):

1. Research the advantages and disadvantages of a computerized society in any commercially prepared material.

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. View and discuss the filmstrip, "The Punched Card."
2. Recognize and explain the four methods of processing data (manual, mechanical, punch card, and electronic).
3. Discuss differences of automated data processing and electronic data processing.
4. Research origin of the punch card and review punch-card equipment stemming from the work of Dr. Herman Hollerith of the U.S. Bureau of the Census.
5. List data processing operations and write brief description of each.
6. Mark punched card manually with name, address, and age after listening to recording on "The Punched Card" in the Western Tape Series.
7. Work individualized program - third learning unit, "Punched-Card Data Processing," in Business Data Processing.

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

Awad, Elias M. Introduction to Computers in Business. Prentice-Hall, Inc., 1977. $12.76

Clow, C., McDonald, R., Freeman, M. H., Hanna, J. M. and Weaver, D. H. Punched-Card Data Processing System. McGraw-Hill Book Company, 1975. $5.96

Curtis, Richard F. and Erickson, Maynard L. Primer in Computer Utilization. Scott, Foresman, and Company.

Dock, V. Thomas and Essick, Edward. Principles of Business Data Processing. Science Research Associates, 1978.

Filmstrip - "The Punched Card," (7 filmstrips with cassettes), Number three in series, Data Processing Sound Filmstrips, South-Western Publishing Co., 1971. $96.00

Frates, Jeff. Introduction to Data Processing. Western Tape, 1975. $40.85

Logsdon, Tom et al. Our Computerized Society With BASIC Programming. Anaheim Publishing Company, 1979.

NCR Data Processing Concepts Course. Bobbs-Merrill Educational Publishing, 1978. $5.96

Wanous, S. J, Wanous, E. E. and Wagner, Gerald E. Introductory Data Processing. South-Western Publishing Co., 1973. $5.60

Weaver, D. H. et al. Business Data Processing. McGraw-Hill Book Company, 1977. $4.56

Wood, Merle W. You are a Data Processor. South-Western Publishing Co., 1972. $2.84

LESSON PLAN # 4

UNIT INTRODUCTION TO DATA PROCESSING

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Filmstrips - "Living With Computers" (E & F parts)
2. 35mm projector
3. Record player
4. Handout - Questions over concepts presented in filmstrip series

INSTRUCTIONAL OBJECTIVES:

1. To preview the input/output of data processing.
2. To discuss the input/output concepts of data processing.
3. To relate additional information, from outside readings, on advantages and disadvantages of a computerized society.

LEARNER ACTIVITIES:

1. View filmstrips on the input/output of data processing.
2. Relate through discussion concepts of input/output of data processing.
3. Review and discuss additional information, from outside readings, on advantages and disadvantages of a computerized society.

TEACHER ACTIVITIES:

1. Introduce and show filmstrips on data processing topics "Garbage In - Garbage Out" and "For Good and Bad," which relate to the input/output of data processing.
2. Lead discussion on interpretation of concepts of input/output process.
3. Listen and analyze the discussion on additional information (outside reading - previous day's assignment) on advantages and disadvantages of a computerized society.

ASSIGNMENT(S):

1. Answer questions on handout covering concepts presented in filmstrip series. Due next class day.

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Identify essential parts and arrangement of the 80-column punch card.
2. Illustrate how the alphabet is entered on the 80-column punch card.
3. Illustrate how a social security number is entered on a 80-column punch card.
4. Listen to "The Computer System" in the Western Tape Series for background information and discuss.
5. Explain the sequential steps with the flow chart that carries out a data processing procedure.
6. List all equipment used in the various phases of data processing with a brief description of the activity performed.
7. Discuss computer professionals who write computer programs and operate computers.
8. Work individualized program - fourth learning unit, "Common Language Media," in Business Data Processing.
9. View and discuss the filmstrips, "Computer Input Media and Devices" and "The Electronic Computer."

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

Brown, John A. and Workman, Robert S. How a Computer System Works. Arco Publishing Co., Inc. $8.95

Cashman, Thomas J. and Keys, William. Data Processing: A Test and Project Manual. McGraw-Hill Book Company, 1974. $14.15

Dwyer, Thomas A. and Kaufman, Michael S. Guided Tour of Computer Programming in BASIC. Houghton Mifflin Co., 1973. $4.20

Feingold, Carl. Introduction to Data Processing. William C. Brown Co., 1971.

Filmstrip - "Living With Computers," (filmstrip series A through F with records). Eye-Gate House.

Filmstrips - "Computer Input Media and Devices" and "The Electronic Computer," (7 filmstrips with cassettes), Number four in series, Data Processing Sound Filmstrips, South-Western Publishing Co., 1971. $96.00

Frates, Jeff. Introduction to Data Processing. Western Tape, 1975. $40.85

Kahn, Gilbert. Business Data Processing: Basic Principles and Applications. McGraw-Hill Book Company, 1966. $6.64

McQuigg, James D. and Harness, Alta M. Flowcharting. Houghton Mifflin Co., 1970. $3.21

Wanous, S. J., Wanous, E. E. and Wagner, Gerald E. Fundamentals of Data Processing. South-Western Publishing Co., 1971. $8.68

Weaver, D. H. et al. Business Data Processing. McGraw-Hill Book Company, 1977. $4.56

LESSON PLAN # 5

UNIT INTRODUCTION TO DATA PROCESSING

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Guest speaker from the computer field (Company manufacturer's representative, data processing manager, or systems analyst)

INSTRUCTIONAL OBJECTIVES:

1. To preview the procedures and equipment for a data processing installation.
2. To identify career requirements and opportunities in the representative installation.

LEARNER ACTIVITIES:

1. Observe, listen, and appraise speaker's presentation of procedures and equipment of a data processing installation.
2. Question and discuss career requirements and opportunities in data processing with the guest speaker.

TEACHER ACTIVITIES:

1. Introduce guest speaker and instruct learners to evaluate presentation for procedures and equipment of a data processing installation as well as career requirements and opportunities.
2. Answer questions (speaker/teacher) regarding careers in data processing.

ASSIGNMENT(S):

1. Hand in quiz questions (from day four) and report (from day one).

ORG6-80

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Present report to the class, that was assigned on day one of the lesson plans.
2. Discuss, as a review, the capabilities of a computer.
3. Read current material, newspapers and/or magazines about EDP careers for class discussion.
4. Tour a data processing center or a mini-computer installation, and report to the class on the functional coordination of the computer to benefit the business and discuss potential careers.
5. Make an appointment with the personnel office of a business that has a data processing center. Conduct interview on careers in the data processing field - as to requirements for hiring, - duties, - salary range, and future opportunities. Report to class.
6. View and discuss the filmstrip, "Computer Processing System."
7. Work individualized study with programmed learning series for computers.
8. Increase knowledge for entry-level job with career-oriented "Work Kit."

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

Baggett, Harry W. Exploring Data Processing Careers. South-Western Publishing Co., 1975. $5.12

Ball, Marion J. What is a Computer? Houghton Mifflin Company, 1980. $4.35

Bibby, Dause. Your Future in the Electronic Computer Field. (part of Careers in Depth Series), Richard Rosen Press Inc., 1970. $4.98

"Current Employment Opportunities." Career Research Systems, Inc., Data Processing Management Association, October, 1979.

Dwyer, Thomas A. and Kaufman, Michael S. A Guided Tour of Computer Programming in Basic. Houghton Mifflin Company, 1973. $4.59

Elliott, C. Orville. Introduction to Data Processing. (Programmed learning), Learning Systems Company, 1975. $4.50

Filmstrip - "Computer Processing System," (7 filmstrips with cassettes), Number seven in series, Data Processing Sound Filmstrips, South-Western Publishing Co., 1971. $96.00

Introduction to Data Processing. Northwest Regional Education Library. Original title: Elements of Computer Careers. Fearon - Pitman Publishers, Inc., 1977. $8.22

Introduction to Data Processing for the New Age. (Programmed learning), National Book Company, 1978. recordings, lessons $120.75; syllabus $7.95

Koller, William. Your Career in Computer-Related Occupations. Arco Career Guidance Series, Arco Publishing Company, Inc., 1978. $5.95

Robichaud, Beryl, Muscat, Eugene and Hall, Alix-Marie. Data Processing Work Kit. McGraw-Hill Book Company, 1977. $7.48

UNIT COVER SHEET

JOB PREPARATION AND APPLICATION

DESCRIPTION OF CONTENT

This unit consists of lesson plans essential in preparing a prospective job applicant for the world of work. Special emphasis is placed throughout the unit on "how to sell one's self." Activities are designed to stress the development of desirable traits and proper attitudes for successful employment. The resume and letter of application are previewed to reflect their specific functions. Knowing how to make the best presentation of the individual is stressed in their composition. Standard job application forms are introduced and practice devoted to filling in these forms correctly.

UNIT OBJECTIVE

Upon completion of this unit, the student will be able to demonstrate desirable traits and attitudes for successful employment, compose and type a resume and a letter of application, and fill in job application form. Competencies of the students will be measurable or observable with a rating of "adequate" as determined by the teacher.

SPECIAL INSTRUCTIONS

The teachers field testing this unit suggested its use in the spring just before school is out. However, it was also highly recommended as a pre-simulation (flow-of-work) unit.

SUGGESTED TIME

Five days

LESSON PLAN # 1

UNIT JOB PREPARATION AND APPLICATION

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Handout - Desired Characteristics, Attitudes, and Grooming (teacher made)
2. Film - "Your Job: Applying For It" (14 minutes)
3. 16mm projector and screen

INSTRUCTIONAL OBJECTIVES:

1. To preview the application process as a type of sales promotion to sell one's self.
2. To formulate ideas that apply to the character traits, good grooming, and proper attitudes necessary for the applicant to be successful on the job.
3. To identify good character traits, grooming, and attitudes.
4. To recall the importance of good character traits, grooming, and attitudes.

LEARNER ACTIVITIES:

1. Listen to an explanation of the basic principles of selling as they relate to the application process.
2. Review handout and discuss needed character traits, good grooming, and proper attitudes for successful employment.
3. View film covering character traits, grooming, and attitudes for successful employment.
4. Discuss the importance of good character traits, grooming, and attitudes for successful employment.

TEACHER ACTIVITIES:

1. Explain the basic principles of selling as they relate to the application process.
2. Provide students with handout and lead discussion regarding character traits, good grooming, and proper attitudes for successful employment.
3. Show film covering character traits, grooming, and attitudes necessary for successful employment.
4. Lead discussion on the importance of good character traits, grooming, and attitudes for successful employment.

ASSIGNMENT(S):

1. List personal assets, beginning with the strongest, in each of the following categories: personal traits, education, and experience. Assignment is to be handed in at the end of this unit; however, it should be ready for class use any day during the unit.

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. View the poster on sales principles.
2. Create self-evaluation handouts.
3. Identify basic sales principles in ads from newspapers and magazines.
4. Show film "Your Job: Finding the Right One."
5. Prepare two questions on particular job areas of self interest, for discussion with guest speaker the following day.
6. View filmstrip,"The Job Interview," and discuss the need for preparation.
7. Discuss the importance of "Goal Analysis."
8. Read handout "Dear Kid."

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

Archer, Fred C., Brecker, Raymond R., Stewart, Jeffery R. General Office Procedures. McGraw-Hill Book Company, 1975. $8.46

Blackledge, Walter,L. and Ethel H., Heily, Helen J. You and Your Job. South-Western Publishing Co., 1967. $3.00

Films - "Your Job: Finding the Right One," #6326; "Your Job: Applying For It," #6325. Arkansas State Department of Education - Audio Visual Department.

Filmstrip - "The Job Interview," Society for Visual Education, Inc.

Fries, Albert C., Roe, Margaret F., Travis, Dorothy L., and Blockus, Wanda. Applied Secretarial Procedures. McGraw-Hill Book Company, 1974. $8.58

Mager, Robert F. Goal Analysis. Fearon - Pitman Publishers, Inc. $3.95

Meehan, James R. Pasewark, William R. Oliverio, Mary Ellen. Clerical Office Procedures. South-Western Publishing Co., 1973. $8.60

Menning, J. H. et al. Communicating Through Letters and Reports. Richard D. Irwin, Inc., 1976.

Occupational Outlook Handbook. Superintendent of Documents, U. S. Government Printing Office.

Robertson, Perkins. Practical Correspondence for Colleges. South-Western Publishing Co., 1974. $9.32

Wood, Donald E. "Dear Kid," Connecticut State Employment Services.

LESSON PLAN # 2

UNIT JOB PREPARATION AND APPLICATION

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Guest speaker - Topic: "What an Employer Looks for in an Applicant"
2. Handout - "What Does the Employer Want?" (teacher made)

INSTRUCTIONAL OBJECTIVES:

1. To preview what an employer looks for in an applicant.
2. To discuss qualities directly related to different jobs.
3. To review what an employer wants.

LEARNER ACTIVITIES:

1. Listen to a guest speaker talk on the topic, "What an Employer Looks for in an Applicant."
2. Ask questions and listen to answers regarding qualities directly related to different jobs.
3. Read handout "What Does the Employer Want?"

TEACHER ACTIVITIES:

1. Introduce or have student introduce guest speaker with special instructions of points to note from presentation of "What an Employer Looks for in an Applicant."
2. Lead question and answer period with help of guest speaker regarding qualities directly related to different jobs.
3. Distribute "What Does the Employer Want?" handouts, and explain how occupational listings and magazines can be used to determine what employers in a specific field are seeking.

ASSIGNMENT(S):

1. Choose a particular job of self interest and make a list of qualitites (personal traits, education, and experience) the employer of that job would require. Assignments is to be handed in at the end of this unit, but may be used in class any day during the unit.

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Discuss personal asset list each student was assigned to prepare after first lesson.
2. View filmstrip, "Goofy Goes to Work," and have discussion.
3. Compose thank-you letter to guest speaker.
4. Write article about guest speaker for school and/or local paper.
5. Discuss the importance of the "Student Profile" sheet.
6. Improve employment opportunities by listening to the four taped interviews of the Employment Interview Activity Pack and discuss.

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

Business Management. Management Magazines, Inc.

Business Today. Foundation for Student Communication, Inc.

Dictionary of Occupational Titles. U. S. Government Printing Office.

Employment Interview Activity Pack. J. Weston Walch, Publishers, cassette, 12 spirit masters and teacher's guide. $1[illegible].00

Filmstrip - "Goofy Goes to Work," Walt Disney Educational Media Company, 1979.

Fries, Albert C., Roe, Margaret F., Travis, Dorothy L., and Blockus, Wanda. Applied Secretarial Procedures. McGraw-Hill Book Company, 1974. $11.44

Kushner and Keily. How to Find and Apply for a Job. South-Western Publishing Co., 1975. $3.08

Meehan, James R., Pasewark, William R., Oliverio, Mary Ellen. Clerical Office Procedures. South-Western Publishing Co., 1973. $8.60

Occupational Outlook Handbook. Superintendent of Documents, U. S. Government Printing Office.

Records Management Journal. Association of Records Executive and Administrative.

Stewart, Jeffery R., Blockus, Wanda A., Reigel, Charles E. and Schroeder, Betty L. Office Procedures. McGraw-Hill Book Company, 1980 $12.96

Today's Secretary. McGraw-Hill Book Company.

LESSON PLAN # 3

UNIT JOB PREPARATION AND APPLICATION

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Handout - "Resume' Checklist" (teacher made)
2. Transparencies - Resume' Formats (teacher made)
3. Overhead projector

INSTRUCTIONAL OBJECTIVES:

1. To preview the purpose of the resume' as a factual summary of personal qualifications.
2. To identify information needed to be included in a resume'.
3. To review the various styles of resume' formats for emphasis on education and/or experience.
4. To select style and content of resume' for best presentation of oneself.

LEARNER ACTIVITIES:

1. Listen to an explanation of the resume' as a factual summary of personal qualifications.
2. Read resume' checklist as the teacher explains what information should be included in every resume'.
3. Discuss points to be emphasized for education and/or experience while looking at the various resume' format styles.
4. Identify appropriate style and content of resume' for best personal presentation utilizing asset list from the first lesson plan assignment.

TEACHER ACTIVITIES:

1. Explain the purpose of the resume' as a factual summary of personal qualifications.
2. Distribute "Resume' Checklist" and identify information which should be included in every resume'.
3. Lead discussion on a resume' organized to stress the strong points of the individual and show transparencies to illustrate various resume' formats.
4. Guide students in their selection of style and content of resume' for best presentation of themselves. (Observe that they are using completed asset lists from lesson one.)

ASSIGNMENT(S):

1. Prepare a complete resume' with a particular job in mind. Assignment is to be handed in at the end of this unit.

ORG6-80

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Select a job to apply for from the want ads in the newspaper.
2. View filmstrip, "Job Survival Skills," then prepare a personal self-evaluation by listing skills you already have and those you need to develop. (Concluded by having a discussion.)
3. Do reference reading on job searching in How to Find and Apply for a Job.
4. Research and discuss the actual job interviewing process step by step.
5. Interview three employers about what they look for in a resume' and report to class.
6. Prepare an additional resume' as if you had been out of school five years with additional training/education and work experience.

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

Bostwick, B. E. Resume Writing: A Comprehensive How-to-do-it Guide. John Wiley and Sons, Inc., 1976. $11.95

Brennan, Lawrence D. et al. Resumes for Better Jobs, Monarch Press. $2.95

Filmstrip - "Job Survival Skills," Society for Visual Education, Inc.

Freeman, Michael J. Writing Resumes', Locating Jobs, and Handling Job Interviews. Learning Systems Company, 1976. $2.96

Gooch, B. et al. Work-Pathway to Independence. American Technical Society, 1979. $9.71

Keily, Helen J., and Walters, R. B. How to Find and Apply for a Job. South-Western Publishing Co., 1960. $2.32

Lessenberry, D., Crawford, T., Erickson, L., Beaumont, L., and Robinson, J. Century 21 Typewriting. South-Western Publishing Co., 1978. $11.64

Menning, J. H. et al. Communicating Through Letters and Reports. Richard D. Irwin, Inc., 1976.

Nutter, Carolyn F. Resume Workbook: A Personal Career File for Job Applications. Carroll Press, 1978. $5.00

Resumes that Get Jobs. Arco Publishing Inc., 1976. $6.00

Robertson, Perkins. Practical Correspondence for Colleges. South-Western Publishing Co., 1974. $9.32

Russon, Allien R. Personality Development for Business. South-Western Publishing Co., 1973. $5.84

LESSON PLAN # 4

UNIT JOB PREPARATION AND APPLICATION

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Handout - Examples of letters of application (teacher made)

INSTRUCTIONAL OBJECTIVES:

1. To preview the purpose of the letter of application as a sales letter.
2. To identify the various strong points from the different styles of letters of application.
3. To compose a letter of application which is an accurate reflection of one's personality and aptitude.

LEARNER ACTIVITIES:

1. Listen to the explanation of the purpose of the letter of application as a personal sales letter.
2. Read handout while discussing the various styles of letters of application.
3. Write a letter of application which reflects personality and aptitude. Begin by asking: "What do I have to sell?" and "What does the employer want?"

TEACHER ACTIVITIES:

1. Explain the purpose of the letter of application as a sales letter selling services.
2. Distribute handout to identify the various strong points from the different styles of application and answer any questions.
3. Guide the students in organizing their letters of application.

ASSIGNMENT(S):

1. Complete a letter of application to be handed in at the end of this unit.

ORG6-80

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Prepare and mail a resume' and letter of application for an actual job.
2. Make a list of job placement information available in the local area.
3. Complete activities pertaining to applying for a job in the book Career Development Activities.
4. Interview employers on their preference of content of letters of application and report to class.
5. Read materials in reference books on objectives that should be included in a well organized letter of application.
6. Make a list of "Do's and Don'ts" for a job interview.
7. View film, "The Individual in the System," and discuss.

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

Cochran, Laura A. and Whitcomb, Helen. Charm for Miss Teen. McGraw-Hill Book Company, 1969. $6.28

Film - "The Individual in the System," Modern Talking Picture Service. 20 minutes; color. Film and discussion material free

Fries, Albert C., Roe, Margaret F., Travis, Dorothy, and Blockus, Wanda. Applied Secretarial Procedures. McGraw-Hill Book Company, 1974. $8.58

Fruehliog, Rosemary T. and Bouchard, Sharon. Business Correspondence/30. McGraw-Hill Book Company, 1976. $6.16

Kenneke, Larry J. Career Development Activities. Howard W. Sams and Co., Inc., 1973. $5.45

Meehan, James R., Pasewark, William R., Oliverio, Mary Ellen. Clerical Office Procedures. South-Western Publishing Co., 1973. $8.60

Meehan, James R., Pasewark, William R., Oliverio, Mary Ellen. Secretarial Office Procedures. South-Western Publishing Co., 1972. $7.96

Morrison, Phyllis. The Business Office. McGraw-Hill Book Company, 1978. $10.20

Price, Ray G., Hall, J. Curtis and Blockus, Wanda. Business and You as a Consumer, Worker, and Citizen. McGraw-Hill Book Company, 1979. $12.24

Robertson, Perkins. Practical Correspondence for Colleges. South-Western Publishing Co., 1974. $9.32

Russon, Allien R. Personality Development for Business. South-Western Publishing Co., 1973. $7.24

Woodward, Theodore, Pendery, John A., and Newhouse, Howard L. General Office Procedures for Colleges. South-Western Publishing Co., 1972. $10.36

LESSON PLAN # 5

UNIT JOB PREPARATION AND APPLICATION

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Transparencies - Completed job application forms (teacher made)
2. Overhead projector
3. Handout - "Tips for Filling in an Application Form" (teacher made)
4. Blank application forms

INSTRUCTIONAL OBJECTIVES:

1. To preview job application forms.
2. To review various points to remember when filling in a job application form.
3. To practice filling in job application forms.

LEARNER ACTIVITIES:

1. Listen to the explanation of job application forms and view various types.
2. Read the handout, "Tips for Filling in an Application Form," and discuss the various points to remember.
3. Fill in job application forms.

TEACHER ACTIVITIES:

1. Show transparencies of various samples of completed job application forms (preferably from local community) and explain basic points.
2. Distribute handout and lead discussion on "Tips for Filling in an Application Form."
3. Handout blank job application forms and assist in their completion.

ASSIGNMENT(S):

1. Hand in personal asset list, quality list, resume', letter of application and job application form.

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. View filmstrip "The Job Interview."
2. Role play job application form in interview.
3. Fill in variety of job application forms.
4. Make individual folders of hand-ins for this unit for the students future references.
5. Discuss preparation for job interview.
6. Make data sheet from composite of information for individual folder.
7. Have a personnel manager interview students (at school or office) using their resume's, letters of application, and job application forms.
8. After interview, add followup letter to complete unit.

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

Applying for a Job. (Self study guide for students) The Interstate Printers Publishers.

Atwood, Illa W. Teaching Office Procedures Today. J. Weston Walch, Publisher, 1977. $6.00

Dann, David J. Forms in Your Life. Monarch Press, 1978. $2.50

Corwen, Leonard. Job Hunter's Handbook: How to Sell Yourself and Get the Job You Really Want. Arco Publishing Co., Inc., 1976. $1.50

Filmstrip - "The Job Interview," Western Tape. $15.10

Fisher and Kilchentein. Intensive Clerical and Civil Service Training. South-Western Publishing Co., 1978. text-workbook $5.12

Kimbrell, Grady and Vineyard, Ben S. Entering the World of Work. McKnight Publishing Co., 1978. $12.64

Kimbrell, Grady and Vineyard, Ben S. Activities for Succeeding in the World of Work. McKnight Publishing Co. $3.96

McDaniels, Carl. Finding Your First Job. Time Share Corporation, 1975. $3.00

Pasewark, William R. and Oliverio, Mary Ellen. Clerical Office Procedures. South-Western Publishing Co., 1978. $8.60

Price, Ray G., Hall, J. Curtis, and Blockus, Wanda. Business and You as a Consumer, Worker, and Citizen. McGraw-Hill Book Company, 1978. learning activity guide II $4.20

Russon, Allien R. Personality Development for Business. South-Western Publishing Co., 1973.

UNIT COVER SHEET

LEGAL ASPECTS

Business
Personal

DESCRIPTION OF CONTENT

The first section of the unit consists of lesson plans dealing mainly with business law as it applies to business enterprises. Major emphasis is on topics involving types of business organizations, contracts, taxation, and agencies. Identifying and defining legal terms is an integral part of the unit.

The second section of the unit incorporates personal aspects of the law as related to the individual. The content stresses the individuals and their rights related to small claims and police procedures. Additional content related to the courts and minors is included with special emphasis on local, state, and federal levels of jurisdiction. Taking the mystery out of writing wills is an additional activity which might be incorporated. Further topics will deal with personal property law and credit concepts.

UNIT OBJECTIVE

Upon completion of this unit, the student will be able to discuss selected aspects of business and personal law related to business and/or personal transactions of both business enterprises and individuals. Competencies of the students will be measurable or observable with a rating of "adequate" as determined by the teacher.

SPECIAL INSTRUCTIONS

The additional learner activities of court visits and developing an understanding of wills could be especially helpful to the students.

SUGGESTED TIME

Business - Two days
Personal - Three days

LESSON PLAN # 1

UNIT LEGAL ASPECTS - Business

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Chalkboard
2. Handout - Important Characteristics of each Legal Form of Business (teacher made)
3. Film - "What is a Contract?"
4. 16mm projector and screen

INSTRUCTIONAL OBJECTIVES:

1. To preview the four principal legal types of business organizations.
2. To discuss characteristics of business organizations.
3. To recall profit and taxation effect on each type of organization.
4. To preview the essential elements of contracts.
5. To discuss the elements of contracts and desirability of having some contracts in writing to be enforceable.

LEARNER ACTIVITIES:

1. Listen to presentation on the four principal legal types of business organizations.
2. Review and discuss characteristics of business organizations.
3. Explain how profit and taxation effect each type of organization.
4. View film, "What is a Contract?" and discuss.
5. Discuss the elements of contracts and realize the desirability of having some contracts in writing to be enforceable.

TEACHER ACTIVITIES:

1. List on chalkboard the four principal legal types of business organizations accompanied by an explanation on their legal formation, rules they must abide by, liability of owners for debt, stress their management activity, and their financing.
2. Distribute handout and lead discussion on Important Characteristics of each Legal Form of Business.
3. Listen to students discuss how profit and taxation effect each type of organization.
4. Explain the importance of contracts in business and personal use and show the film "What is a Contract?"
5. Lead discussion on the elements of contracts (supply examples); stress the desirability of having some contracts in writing so they will be enforceable.

ASSIGNMENT(S):

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. List a number of business firms in the community and discuss their legal formation, ownership (local, chain, etc.), type of management, and employment opportunities.
2. View and discuss the film, "What is a Corporation?"
3. Write definitions/explanations for the legal terms - valid, void, and voidable.
4. Work contract laws crossword puzzle.
5. Read, analyze, and discuss business law cases on contracts.
6. View slides on contract law.

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

Barnes, A. James. Business Law. Learning Systems Company, 1974. $4.50

Film - "What is a Corporation?" and "What is a Contract?" Coronet Films.

Fisk, McKee and Mietus, Norbert J. Applied Business Law. South-Western Publishing Co., 1977. $8.79

Goodman, Kennard E. et al. Today's Business Law. Fearon - Pitman Publishers, Inc., 1975. $10.00

Howard, Lowell B. Business Law, an Introduction. Barron's Educational Series, Inc., 1965. $10.50

Mason, Louis D. 200 Cases for Business. J. Weston Walch, Publishers, 1978. $3.50

Price, Ray G. et al. Business & You as a Consumer, Worker & Citizen. McGraw-Hill Book Company, 1979. $9.48

Rosenberg, R. Robert and Bonnice, Joseph G. Business Law/30. South-Western Publishing Co., 1976. $4.80

Rosenberg, R. Robert, Whitcraft, John E. and Brown, Gordon W. Understanding Business and Consumer Law. McGraw-Hill Book Company, 1979. $8.97

Slides on Contract Law. J. Weston Walch, Publishers, 1978. $18.00 set

Warmke, Roman F. and Wyllie, Eugene D. et al. Consumer Economic Problems. South-Western Publishing Co., 1977. $8.88

Wilkie, Barbara J. Fun Things for Learning in Business/Office. American Enterprises Inc., 1975. $5.00

Zollers, Frances E. and Foreman, Gail H. Business Law: A Practical Approach. Delmar Publishers, 1978. $8.80

LESSON PLAN # 2

UNIT LEGAL ASPECTS - Business

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Handout - Terms and Examples of Bill of Sale (teacher made)

INSTRUCTIONAL OBJECTIVES:

1. To preview the concept of ownership - title passing.
2. To consider if title passes when a sale is made on approval and when the right of return exists.
3. To preview employer-employee and principal-agent concepts.
4. To list and discuss rights and obligations of the employer, employee, principal, and agent.

LEARNER ACTIVITIES:

1. Listen to explanation of ownership - title passing.
2. Discuss title passing when a sale is made on approval and when the right of return exists.
3. Listen to explanation on employer-employee and principal-agent concepts.
4. List and discuss rights and obligations of employer, employee, principal, and agent.

TEACHER ACTIVITIES:

1. Distribute handout and explain with examples the concept of ownership - title passing.
2. Lead discussion with examples to show sales made on approval and when the right of return exists.
3. Present material on employer-employee and principal-agent concepts.
4. Discuss and aid students in listing for clarification rights and obligations of the employer, employee, principal, and agent.

ASSIGNMENT(S):

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Make a chart/form for analyzing contracts to be sure all elements are present.
2. Read and discuss case studies on sales contracts.
3. Discuss personal experiences and relate to title passing.
4. Listen to guest speaker on labor relations from either management (Personnel Manager or Attorney) or labor (local union).
5. Research and report to the class on responsibilities and legal requirements of minors in the role of employer or employee.
6. Interview a Personnel Manager on the responsibilities of the employer and employee and report to class.

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

Ethics in Business. J. Weston Walch, Publisher. Set of posters. $6.00

Fisk, McKee and Mietus, Norbert J. Applied Business Law. South-Western Publishing co., 1977. $8.79

Getz, George. Business Law. Prentice-Hall, Inc., 1977. $8.97

Goodman, Kennard E. et al. Today's Business Law. Fearon - Pitman Publishers, Inc., 1975. $10.00

Mason, Louis D. 200 Cases for Business. J. Weston Walch, Publisher, 1978. $3.50

Price, Ray G. et al. Business and You as a Consumer, Worker and Citizen. McGraw-Hill Book Company, 1979. $9.48

Rosenberg, R. Robert and Bonnice, Joseph G. Business Law/30. South-Western Publishing Co., 1976. $4.80

Rosenberg, R. Robert, Whitcraft, John E. and Brown, Gordon W. Understanding Business and Consumer Law. McGraw-Hill Book Company, 1979. $8.97

Salsback, Roger. "Business Law Transparencies." Recordings and transparencies complete set. $129.75

Schantz, William T. Essentials of Business Law. Glencoe Publishing Co., 1977. $9.87

Slides on Contract Law. J. Weston Walch, Publisher. $18.00 set

Warmke, Roman F. and Wyllie, Eugene D. et al. Consumer Economic Problems. South-Western Publishing Co., 1977. $8.88

LESSON PLAN # 1

UNIT LEGAL ASPECTS - Personal

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Filmstrip - "You and the Law" (Parts I and II)
2. 35mm projector
3. Record player
4. Chalkboard
5. Handout - Chart on Court Systems (Federal through Municipal - teacher made)

INSTRUCTIONAL OBJECTIVES:

1. To preview concepts to be identified in filmstrip, "You and the Law."
2. To analyze concepts presented in filmstrip, "You and the Law."
3. To recognize concepts presented in the filmstrip related to the purpose of law, police procedures, and individual rights.
4. To preview the structure and purpose of the court systems.

LEARNER ACTIVITIES:

1. Listen and consider concepts to be identified in filmstrip, "You and the Law."
2. Observe and analyze concepts presented in filmstrip, "You and the Law."
3. Discuss concepts illustrated in filmstrip involving purposes of law, police procedures, and individual rights.
4. Read handout while listening to presentation on the structure and purpose of our courts.

TEACHER ACTIVITIES:

1. Present the important concepts to be considered in the filmstrip, "You and the Law" (while presenting, list main points on chalkboard).
2. Show filmstrip, "You and the Law."
3. Organize discussion to evaluate understanding of concepts illustrated in the filmstrip involving purposes of law, police procedures, and individual rights.
4. Distribute handout while giving presentation on the structure and purpose of our courts.

ASSIGNMENT(S):

1. Write a short critique on "You and the Law" to be handed in at the end of the unit.
2. Write questions (2), to be handed in the next day, on how various civil cases are handled in the courts.

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. View filmstrips: "Managing the Family's Affairs," "The Family and Its Legal Responsibilities," and "The Family and Its Legal Rights."
2. Bring newspaper or magazine articles for class discussion of cases currently in the courts and news.
3. Obtain copies of Summons, Complaints, and Answers pertaining to actual tort lawsuits by contacting attorneys or appropriate court clerks.
4. Prepare to dramatize the selection of a jury and a mock criminal trial (Awareness of the Law).
5. Prepare dramatization of a mock civil trial (Awareness of the Law).
6. Visit court in session and report to class.

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

American Justice Study Kit. Mini Course Series, Greenhaven Press, 1976. Option A - 35 books and companion game $136.50; Option B - 18 books and companion game $70.20

Ashcroft and Ashcroft. It's the Law. South-Western Publishing Co., 1979. $3.80

Awareness of the Law. Arkansas Department of Education, 1976.

Filmstrip - "You and the Law," (parts I and II), Guidance Associates, 1969.

Filmstrips - "Managing the Family's Affairs," "The Family and Its Legal Responsibilities," and "The Family and Its Legal Rights," Eye-Gate Media, 1971.

Fisk, McKee and Mietus, Norbert J. Applied Business Law. South-Western Publishing Co., 1977. $11.72

Gora, Joel M. Due Process of Law. (Part of To Protect Those Rights Series.) National Textbook Company, 1977. $5.95

Mietus, Norbert J. and West, Bill W. Personal Law. Science Research Associates. $11.96

Ratcliffe, Robert H. editor. Crimes and Justice and Law and the Consumer. Justice in America Series, Houghton Mifflin Company, 1974. $2.55 each

Seagraves, Roy W. Rules and Rights. Fearon - Pitman Publishers, Inc., 1973. $3.00

Sears, Robert L. Criminal Law and You. Sadlier-Oxford, 1973. $3.16

Selakovich, Daniel. The Supreme Court: Does It Protect or Limit Our Freedoms? Series on Crucial Issues in American Government. Allyn and Bacon, Inc., 1977. $3.60 each

Summers, Robert S. Basic Legal Concept Series - Justice and Order Through Law. Genn and Company, 1974. 5 units paperback $1.25 each; set $5.35

LESSON PLAN # 2

UNIT LEGAL ASPECTS - Personal

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Guest speaker (Pre-arrange guest speaker, such as - prosecuting attorney, public defender, or police department representative)

INSTRUCTIONAL OBJECTIVES:

1. To recognize concepts presented by guest speaker in topic "The Courts, the Law, and You."
2. To formulate concepts related to minor's rights.
3. To question procedures for the handling of various types of court cases.

LEARNER ACTIVITIES:

1. Listen and analyze the concepts presented by the guest speaker on "The Courts, the Law, and You."
2. Discuss concepts related to minor's rights.
3. Question speaker (questions prepared as homework) on procedures for handling various types of cases in the courts.

TEACHER ACTIVITIES:

1. Introduce the guest speaker who will speak on the topic "The Courts, the Law, and You."
2. Lead discussion (guest speaker and teacher) on concepts related to minor's rights.
3. Discussion (speaker) and answer period on procedures for handling various types of cases in the courts (students were assigned previous day to write out questions).

ASSIGNMENT(S):

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Read and present orally in class report on Arkansas juvenile law - its bounds and its purposes.
2. Read and make presentation on legal search and seizure.
3. Visit local court and observe a court in session.
4. View and discuss film, "Taking the Mystery Out of Wills."
5. Listen to speaker on the purpose of wills, consequences of intestacy, and the elements of validity.
6. Plan and write a simple will.
7. View and discuss "The Best Laid Plans" and "People and Things."
8. Research and discuss the right of privacy.

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

Daugherty, Anne Scott. Methods of Basic Business and Economic Education. South-Western Publishing Co., 1974. $8.52

Film - "Best Laid Plans" and "People and Things," University of Michigan Television Center.

Film - "Taking the Mystery Out of Wills," University of Michigan Television Center. 16 mm (b & w)

Getz, George. Business Law. Fearon - Pitman Publishers, Inc., 1977.

Hanna, John P. Teenagers and the Law. Genn and Company, 1975. $3.20

Hudson, Margaret W. and Weaver, Ann A. Know Your Rights - Young American Series. Fearon - Pitman Publishers, Inc., 1973. $1.72

Schantz, William T. Essentials of Business Law. Glencoe Publishing Co., 1977. $9.87

Schneider, Whitcraft, and Rosenberg. Understanding Business Law. McGraw-Hill Book Company, 1967.

Shattuck, John H. Rights of Privacy - To Protect Those Rights Series. National Textbook Company. $5.95

Sloan, Irving. Youth and the Law: Rights, Privileges and Obligations. Oceana Publications, 1974. $4.95

"Your Rights With the Police," Better Homes and Gardens. Meredith Corporation, April, 1977.

Zollers, Frances E. and Foreman, Gail H. Business Law: A Practical Approach. Delmar Publishing, 1978. $8.80

LESSON PLAN # 3

UNIT LEGAL ASPECTS - Personal

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Chalkboard
2. Film - "To Your Credit"
3. 16mm projector and screen

INSTRUCTIONAL OBJECTIVES:

1. To preview the rights of the individual.
2. To discuss the importance of credit.
3. To list and define the various methods of acquiring property through the use of credit.
4. To appraise the concepts of acquisition of property.
5. To recall the concepts indicated in the film.

LEARNER ACTIVITIES:

1. Listen to presentation of rights of the individual.
2. Discuss the importance of credit.
3. List, define, and discuss the various methods of acquiring property through the use of credit.
4. Appraise the concepts on the film, "To Your Credit," related to the acquisition of property.
5. Discuss the concepts presented in the film.

TEACHER ACTIVITIES:

1. Present rights of the individual.
2. Lead discussion on the importance of credit.
3. List on chalkboard, define, and discuss the various methods of acquiring property through the use of credit.
4. Show the film "To Your Credit."
5. Organize the discussion of the concepts presented in the film.

ASSIGNMENT(S):

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Report on the influence of French and Spanish laws in our legal system as related to community property rights.
2. Explain the various forms of ownership.
3. Visit a bank loan office, research the various types of home loans, costs, credit requirements, and report to the class.
4. Listen to presentation by local realtor - "Property Investment."
5. Research and discuss fixed vs. floating interest rates on loans.
6. Read, analyze, and discuss law cases on property.

REFERENCES AND SOURCES AND RELATED INSTRUCTIONAL MATERIALS:

Ashcroft and Ashcroft. It's the Law. South-Western Publishing Co., 1979. $3.80

Film - "To Your Credit," General Mills Film Center.

Fisk, McKee and Mietus, Norbert J. Applied Business Law. South-Western Publishing Co., 1977. $11.72

Freeman, M. Herbert and Graf, David K. Money Management: A Consumer's Guide to Saving, Spending, and Investing. Bobbs-Merrill Educational Publishing, 1980.

Goodman, Kennard E. et al. Today's Business Law. Fearon - Pitman Publishers, Inc., 1975. $10.00

Mason, Louis D. 200 Cases for Business Law. J. Weston Walch, Publisher. 1978. $3.50

Nanassy, Louis C. and Fancher, Charles M. General Business and Economic Understandings. Prentice-Hall, Inc., 1973. $10.35

Price, Ray G., Hall, J. Curtis and Blockus, Wanda. Business and You as a Consumer, Worker, and Citizen. McGraw-Hill Book Company, 1979. $9.18

Rosenberg, R. Robert and Bonnice, Joseph G. Business Law/30. McGraw-Hill Book Company, 1976. $6.40

Rosenberg, R. Robert, Whitecraft, John E. and Brown, Gordon W. Understanding Business and Consumer Law. McGraw-Hill Book Company, 1979. $11.96

Schantz, William T. Essentials of Business Law. Glencoe Publishing Company, 1977. $9.87

Wilkie, Barbara J. Fun Things for Learning in Business/Office. American Enterprises Inc., 1975. $5.00

UNIT COVER SHEET

MAIL HANDLING AND SHIPPING

DESCRIPTION OF CONTENT

This unit deals with mail handling and shipping. A preview is devoted to the overall concept of mail handling resulting in the identification of methods best used for both incoming and outgoing mail. Discussions reveal the importance of making wise choices in determining which services should be used in transporting goods as well as correspondence. Besides previewing the structure and services of the United States Postal Services, many other private facilities are covered. Time is devoted to the proper method of addressing mail of various kinds and the changing rules that are applicable.

UNIT OBJECTIVE

Upon completion of this unit, the student will be able to identify and describe various kinds of incoming and outgoing mail, determine which mailing and shipping services might be most appropriate in selected cases, and perform tasks in processing the mail. Competencies of the students will be measurable or observable with a rating of "adequate" as determined by the teacher.

SPECIAL INSTRUCTIONS

Current methods and materials should be available when teaching this unit with special emphasis on emerging trends which may radically change mailing classifications and procedures.

SUGGESTED TIME

Five days

LESSON PLAN # 1

UNIT MAIL HANDLING AND SHIPPING

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Chalkboard
2. Examples for display - First, second, third class, plus registered, insured, special delivery, and special carrier mail (teacher collected)

INSTRUCTIONAL OBJECTIVES:

1. To preview the overall concept of mail handling.
2. To list the various kinds of incoming mail.
3. To describe the method of handling incoming mail.

LEARNER ACTIVITIES:

1. Listen to the overall concept of mail handling.
2. Discuss and make a list (to retain) of the various kinds of incoming mail.
3. Discuss the method of handling the various listed kinds of incoming mail and record on established list. (Opening, recording, and distribution.)

TEACHER ACTIVITIES:

1. Present the overall concept of mail handling stressing its importance in any business situation.
2. Lead discussion, show examples, and list on chalkboard the various kinds of incoming mail. (First, second, third, plus registered, insured, special delivery, and special carrier mail.)
3. Lead discussion and supply information on the methodology of handling each type of listed incoming mail.

ASSIGNMENT(S):

1. To rewrite and type list with description of method of handling all incoming mail. Assignment due at completion of unit.

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Make a study of mail and shipping services (other than government) available in the community and report to class.
2. Given a list of items received in the mail, explain how each will be processed.
3. Record a list of mail received in a special mail register that covers insured, special delivery, registered, and miscellaneous.
4. Visit U. S. Post Office and see how various types of mail are handled.
5. Use a postage scale to determine cost of mailing various types of mail.
6. Take a sample civil service test, analyze individual scores, and set up self-improvement program. (Sample tests included in Clerical Office Procedures, as well as Intensive Clerical and Civil Service Training.)
7. Complete individually or as a group mail handling instructional unit for Greenbrier-Lane, mini-office simulation.

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

Archer, Fred C., Brecker, Raymond F., and Stewart, Jeffery R. General Office Procedures. McGraw-Hill Book Company, 1975. $11.28

Atwood, Illa W. Teaching Office Procedures Today. J. Weston Walch, Publisher.

Fisher and Kilchenstein. Intensive Clerical and Civil Service Training. South-Western Publishing Co., 1978. $5.12

Friedman, Sherwood and Grossman, Jack. Modern Clerical Practice. Fearon-Pitman Publishers Inc., 1975. $11.48

House, Clifford R., and Koebel, Apollonia M. Reference Manual for Office Personnel. South-Western Publishing Co., 1970. $4.12

Leibling, Louis and Riemer, Edwin. Barron's How to Prepare Series: How to Prepare for Civil Service Examinations. Barron's Educational Series, 1976. $4.95 (not a flow-of-work simulation)

Moon, Harry. Office Procedures. Milady Publishers, 1977. $9.95

Pasewark, William Rank and Oliverio, Mary Ellen. Clerical Office Procedures. South-Western Publishing Co., 1978. $8.60

Processing Incoming and Outgoing Mail (audio visual teaching aid). Milady Publishers. slides and cassette $70.00

Roberts, Dorothy June. Greenbrier-Lane. Western Tape. 11 instructional units - 8 mini simulations $145.50 (units may be purchased individually)

Sabin, William A. The Gregg Reference Manual. McGraw-Hill Book Company, 1977. $5.80

LESSON PLAN # 2

UNIT MAIL HANDLING AND SHIPPING

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Handout - Mailing and Handling Services (teacher made)

INSTRUCTIONAL OBJECTIVES:

1. To identify types of materials that businesses might handle and ship.
2. To preview different types of services for handling a company's mailing and shipping needs.
3. To recognize the factors of time and cost, realizing the importance of making wise choices, when considering which of the services should be used to move goods as well as correspondence.
4. To evaluate services available for the best mailing and handling of outgoing materials previously listed.

LEARNER ACTIVITIES:

1. Discuss and make a list (to retain) of the types of materials that businesses might handle and ship.
2. Listen to explanation of the wide variety of services available to handle a company's mailing and shipping needs and contribute to discussion.
3. Discuss the importance and consequences of time and cost related to the services available to move goods as well as correspondence.
4. Analyze, discuss, and record services available for the best mailing and handling of outgoing materials previously listed.

TEACHER ACTIVITIES:

1. Lead discussion regarding materials conceivably leaving a business that will need shipping and handling.
2. Distribute handout - read, expand on, and encourage discussion on each of the areas mentioned on the handout.
3. Identify factors of time and cost stressing the importance of judgment when considering which services to use in moving goods as well as correspondence.
4. Lead evaluation discussion of services available for the best mailing and handling of outgoing materials previously listed.

ASSIGNMENT(S):

1. Compile information sheet, to be handed in at the end of the unit, with outgoing materials and services to be used in handling each item.

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Take a pretest on which type of mailing or shipping service is best in different situations.
2. Make a chart showing the varying amounts of time pieces of mail would travel to a destination using different classifications of mail.
3. Prepare report on special mail services available for non-profit organizations.
4. Work cost problems on mail to improve math skills.
5. Research/discuss how five-digit ZIP Codes are formulated and the significance of each digit.
6. Make a list of terms pertaining to mailing for spelling and vocabulary.
7. Listen to guest speaker from a local business on procedures for handling mail.

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

Archer, Fred C., Brecker, Raymond F. and Stewart, Jeffrey R. General Office Procedures. McGraw-Hill Book Company, 1975. $11.28

Atwood, Illa W. Teaching Office Procedures Today. J. Weston Walch Publishers, 1978.

Fairbank, Roswell E., Schultheis, Robert A., Piper, Edwin B. Mathematics for the Consumer. South-Western Publishing Co., 1975. $6.40

Friedman, Sherwood and Grossman, Jack. Modern Clerical Practice. Fearon - Pitman Publishers, Inc., 1975. $11.48

Goozner, Calman. Clerical Practice Skills. AMSCO School Publishing Inc., 1978. $5.00

Gossage. Mathematics Skill Builder. South-Western Publishing Co., 1977. $4.48

Hanna, Popham, Tilton. Secretarial Procedures and Administration. South-Western Publishing Co., 1973.

Mailer's Guide. (Publication 19), Postal Services, Western Region.

Martinka, Marie. Vocational Mathematics for Business. South-Western Publishing Co., 1978. $3.80

Moon, Harry. Office Procedures. Milady Publishers, 1977. $9.95

Pasewark, William Rank and Oliverio, Mary Ellen. Clerical Office Procedures. South-Western Publishing Co., 1978. $8.60

Rosenberg, R. Robert, Lewis, Harry and Pope, Roy. Business Mathematics. McGraw-Hill Book Company, 1975. $12.32

LESSON PLAN # 3

UNIT MAIL HANDLING AND SHIPPING

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Transparency - U. S. Postal Service Organizational Chart (teacher made)
2. Overhead projector
3. Handouts - Mailer's Guide and List of Items Being Mailed
4. Chalkboard

INSTRUCTIONAL OBJECTIVES:

1. To preview the organizational structure of the United States Postal Service Corporation.
2. To discuss the different classifications of mail, including official mail and other special mailing privileges.
3. To identify proper mailing classification of items on handout.

LEARNER ACTIVITIES:

1. View transparency and listen to explanation of organizational structure of the United States Postal Service Corporation.
2. Read section on mail classification in Mailer's Guide and discuss.
3. Select proper classification for mailing items on handout.

TEACHER ACTIVITIES:

1. Show transparency and give explanation of the organizational structure of the United States Postal Service Corporation.
2. Assign section on mail classification, pages 5 to 19 and 26 and 27 (post on chalkboard), in Mailer's Guide, distribute booklets, and discuss.
3. Distribute handout - List of Items Being Mailed - observe as the students select, and conclude with correct identification.

ASSIGNMENT(S):

1. Read section on special services, pages 27 to 30. Mailer's Guide.

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Report on current article pertaining to mail in Today's Secretary.
2. Read articles in business publications or the newspaper pertaining to mail.
3. Prepare a mock interview with a student wishing to apply to work for the postal department, pointing out the requirements applicants must fulfill (example - Civil Service Exam), working conditions, rates of pay, etc.
4. Demonstrate and discuss various acceptable ways of folding or not folding business letters and reports for mailing.
5. Listen to speaker from U. S. Post Office on employment opportunities.
6. Discuss the importance of handwriting legibility and steps for improvement.
7. Listen to Greenbrier-Lane tapes for additional information on mail handling.

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

Ferguson and Lyon. Applied Penmanship. South-Western Publishing Co., 1976. $3.20

Fisher and Kilchenstein. Basic Civil Service Training. South-Western Publishing Co., 1978. $5.16

Grubbs, Robert L., Ashman, Richard and Patrick, Arthur S. Exploratory Business. McGraw-Hill Book Company, 1978. $5.72

Hanna, Popham, Tilton. Secretarial Procedures and Administration. South-Western Publishing Co., 1973.

House, Clifford R. and Koebel, Apollonia M. Reference Manual for Office Personnel. South-Western Publishing Co., 1970. $4.12

Mailer's Guide. (Publication 19), Postal Services, Western Region.

Mulkerne, Donald J. D. and Andrews, Margaret E. Civil Service Test for Typists. McGraw-Hill Book Company, 1969. $6.96

Olbrich, Elizabeth S. "Giving Your Mail the Right Send-Off." Today's Secretary. November 1979, pp. 12-13.

Roberts, Dorothy June. Greenbrier-Lane. Western Tape. 11 instructional units - 8 mini simulations $145.50 (units maybe purchased individually).

Pamphlets: Instructions to Mailers and Postal Service Manual. U. S. Government Printing Office.

Pasewark, William Rank and Oliverio, Mary Ellen. Clerical Office Procedures. South-Western Publishing Co., 1978. $8.60

LESSON PLAN # 4

UNIT MAIL HANDLING AND SHIPPING

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Guest speaker from U.S. Post Office
2. Film - "How to Mail it Right"
3. Projector
4. Handout - Mock labels and envelopes to address (teacher made)

INSTRUCTIONAL OBJECTIVES:

1. To preview the concept of packaging and addressing items.
2. To ask specific questions about postal services.
3. To demonstrate addressing ability.

LEARNER ACTIVITIES:

1. Observe film and listen to guest speaker on the specific steps for packaging items and addressing envelopes.
2. Ask specific questions of guest speaker and listen to reply.
3. Address mock envelopes and labels.

TEACHER ACTIVITIES:

1. Introduce guest speaker and show film.
2. Encourage students to ask questions of guest speaker.
3. Distribute handout and observe completion. (Be sure to cover new addressing format of all caps and no punctuation.)

ASSIGNMENT(S):

1. Read pages 31 - 34, Postage Application and Payment, for next lesson. Mailer's Guide

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Identify which special service should be used when mailing certain types of correspondence, documents or goods. (Provide handout--teacher-made list.) May also want to discuss reasons for each.
2. Discuss problems that could arise from not requesting a special service in mailing when appropriate.
3. With class broken into groups of four, prepare different items for mailing. Some examples are: a bud vase, box of cassette tapes, large envelope to a local company, small envelope with very personal information to a bank president.
4. Discuss postal insurance - when and how to buy it.
5. Research and discuss lost mail - "What happens to dead letters?"
6. Given a list of addresses, find and write the ZIP Codes from a ZIP Code directory.
7. Given a list of ZIP Codes, locate the town it services.
8. Read and discuss "Secretarial Addressing for Automation."
9. Listen to presentation on chain feeding method for labels or envelopes.

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

Archer, Fred C. et al. General Office Procedures. McGraw-Hill Book Company, 1975. $11.28

Dennison ZIP Code Directory. Norman Publishing Company, 1974. $1.25

Gregg Typing Picture Posters - Letter Style Series (letters, cards, envelopes, and labels). McGraw-Hill Book Company. $162.00

Hanna, Popham, Tilton. Secretarial Procedures and Administration. South-Western Publishing Co., 1973.

House and Koebel. Reference Manual for Office Personnel. South-Western Publishing Co., 1970. $4.12

"How to Mail it Right," film supplied by U.S. Post Office.

Lessenberry, Crawford, Erickson, Beaumont, and Robinson. Century 21 Typewriting. South-Western Publishing Co., 1978. $9.76

Lloyd, Winger and Rowe. Typing I, General Course. McGraw-Hill Book Company. $10.72

Mailer's Guide (Publication 19). Postal Services, Western Region.

National ZIP Code Directory, United States Postal Service. Retail Operating Division, Customer Services Department, Washington, DC 20260.

Pamphlet - Secretarial Addressing for Automation - supplied by U.S. Postal Office.

Pasewark, William Rank and Oliverio, Mary Ellen. Clerical Office Procedures. South-Western Publishing Co., 1978. $8.60

Sabin, William A. The Gregg Reference Manual. McGraw-Hill Book Company, 1977. $5.80

LESSON PLAN # 5

UNIT MAIL HANDLING AND SHIPPING

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Guest speaker

INSTRUCTIONAL OBJECTIVES:

1. To review postage application and payment.
2. To preview optional mailing services.
3. To discuss optional mailing services.

LEARNER ACTIVITIES:

1. Explain and describe (from previous assignment) the different methods of postage application and payment.
2. Listen to presentation on optional mailing services.
3. Question and discuss optional mailing services' costs, advantages, disadvantages, etc.

TEACHER ACTIVITIES:

1. Listen to and discuss the different methods of postage application and payment.
2. Introduce guest speaker. (Any mail service other than the United States Postal Service.)
3. Moderate question and answer period.

ASSIGNMENT(S):

1. Turn in assignment from day one and day two.

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Arrange for a guest speaker and introduce the speaker.
2. Plan a trip to the Post Office.
3. Watch film - "How to Run a Better Mail Room."
4. Using only a postage scale, figure how many stamps of what value to use in mailing a package, using the least amount possible to come closest to amount required.
5. Demonstrate how to log a Pitney-Bowes machine on a daily basis.
6. Take post-test on "Mailing and Shipping Services." (This unit is included in Clerical Office Procedures.)
7. Complete individual training program for mail handling.
8. Prepare a packet of outgoing mail. (Packet - teacher made - prepare assorted items such as envelopes, unsealed package of candy, live goldfish or puppy, $5,000 in bonds or even fresh flowers from your garden.)
9. Read and discuss various publications supplied by the Post Office.

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

Andrews, Margaret E. The Gregg Office Training Program: Mail Clerk. McGraw-Hill Book Company, 1973. resource materials $4.80; training manual $3.56

Archer, Fred C., Brecker, Raymond F. and Stewart, Jeffery R. General Office Procedures. McGraw-Hill Book Company, 1975. $12.24

Film - "How to Run a Better Mail Room." available from U.S. Post Office.

Gitlin, Max. Civil Service Courses. Arco Publishing Company, Inc., 1976. $5.00

Hanna, Popham, Tilton. Secretarial Procedures and Administration. South-Western Publishing Co., 1973.

Oliverio, Mary Ellen and Pasewark, William Rank. Secretarial Office Procedures. South-Western Publishing Co., 1978. $8.60

Pamphlets and publications obtained from the U.S. Post Office -
"Business Reply Mail," Publication 115, November, 1978.

"Consumers' Guide to Postal Services and Products A," Publication 201, October, 1978.

"Domestic Postage Rates, Fees, and Information," Publication 59, June, 1979.

"How to Prepare Second and Third Class Mailings," Publication 21, July, 1977.

"International Postage Rates and Fees," Publication 51, June, 1978.

"Mailer's Guide," Publication 19, January, 1978.

"Mailing Permits," Publication 13, July, 1977.

"Pornographic Mail," U.S. Code 3010.

Pasewark, William Rank and Oliverio, Mary Ellen. Clerical Office Procedures. South-Western Publishing Co., 1978. $8.60

UNIT COVER SHEET

MONEY MANAGEMENT

Banking
Income Tax
Insurance

DESCRIPTION OF CONTENT

The introductory unit on money management is devoted to banking. Major types of banks are previewed with emphasis and discussion on their individual services. All types of customer bank forms are covered. Procedures related to checking accounts, clerk endorsements, and reconciliation of bank statements are afforded special attention through hands-on experience.

The second section of the financial unit explores taxation. Following a general overview of the tax system specific activities are devoted to Social Security, employer/employee withholdings and individual income tax returns. The step-by-step presentation of the subject is enriched with the completion of the basic forms.

The final section of the unit involves insurance. Presentations for general coverage are given for the following types of areas: life, health, automobile and renters/homeowners. Discussion on the advantages and disadvantages of no fault insurance as well as deductible clauses are integral parts of the unit.

UNIT OBJECTIVE

Upon completion of this unit, the student will be able to perform operations essential to sound banking practices by a consumer, prepare a typical tax return for an individual, and select personal insurance coverage. Competencies of the students will be measurable or observable with a rating of "adequate" as determined by the teacher.

SPECIAL INSTRUCTIONS

Banking - Packet of bank forms/materials from local bank.
Income Tax - IRS supplies teacher/student material.
Insurance - Local agents and insurance institutes should be utilized.

SUGGESTED TIME

Banking - Five days
Income Tax - Eight days
Insurance - Five days

LESSON PLAN # 1

UNIT MONEY MANAGEMENT - Banking

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Transparencies - Organizational chart of federal reserve system, Map of federal reserve banks, and Diagram of commercial, savings, trust company, and industrial banks (teacher made)
2. Overhead projector
3. Actual signature card, blank stub/blank check, deposit slip, check register page, and bank reconciliation statement obtained for each student from local bank(s) - 2 sets

INSTRUCTIONAL OBJECTIVES:

1. To preview the purpose and organizational structure of banking.
2. To list the major kinds of banks.
3. To discuss the differences in the major kinds of banks.
4. To preview banking services and procedures.
5. To view some actual forms related to banks and discuss.

LEARNER ACTIVITIES:

1. Listen to presentation on the purpose and organizational structure of banking.
2. List different kinds of banks and discuss their functions as transparency is shown.
3. Discuss the differences in the major kinds of banks.
4. List terms and definitions related to banking services and procedures.
5. View some actual banking forms and discuss their functions.

TEACHER ACTIVITIES:

1. Explain the purpose of banking, the activities of the Federal Reserve System, and clarify the organizational structure by showing transparencies. (Organizational chart of federal reserve system and Map of federal reserve banks.)
2. Show transparency that will explain the following kinds of banks: Commercial, savings, trust company, and industrial.
3. Discuss the differences in the major kinds of banks.
4. Discuss from various sections of a textbook or other similar commercially prepared materials certain information related to banking services and procedures.
5. Hand out actual banking forms and briefly discuss each one's functions. (Two sets - one to be brought to class next day.)

ASSIGNMENT(S):

1. Write one paragraph on "Why Use a Bank" to be handed in the next day.
2. Bring all bank forms to class for use the next day.

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Listen to other students relate some of their personal banking experiences.
2. View filmstrips about banking and discuss.
3. Play a game to learn money management - "Paying Your Way."
4. Work interest problems.
5. Research and discuss interest rates for savings.
6. Complete Unit I, "Understanding Money," with The Money Series.

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

"Banking Is . . ." Provided by Educational Services of your local bank. Programmed series contains A-V unit student study guide, student practice checkset, and instructor's manual. National Learning Productions, Inc. free

DeBrum, Haines, Malsbary, Daughtrey. General Business of Economic Understanding. South-Western Publishing Co., 1977. $11.24

De Salvo, L. J. Consumer Finance. John Wiley and Sons, Inc., 1977. $8.22

Fairbank, Roswell E. and Schultheis, Robert A. Applied Business Mathematics. South-Western Publishing Co., 1980. $8.64

Filmstrips - "Services of a Bank," "The Nature of Money," "Travels of a Check," and "The Federal Reserve System," Eye Gate Media.

Filmstrips - "Setting Financial Goals" and "How Your Money Grows," (a multimedia program of sound filmstrips), Society of Visual Education, Inc.

Marts, John. Paying Your Way. (accommodates up to 8 players) McGraw-Hill Book Company, 1975. $19.95

Robilotti, Richard V. "Understanding Money," Unit I of The Money Series. Western Tape, 1979. recording $19.50

Rosenberg, R. Robert and Risser, Joy. Consumer Math and You. McGraw-Hill Book Company, 1979. $10.76

Schoenfeld, David and Natella, Arthur A. Consumer and His Dollars. Oceana Publications, 1975. $7.50

Troelstrup, Arch W. and Hall, E. Carl. The Consumer in American Society. McGraw-Hill Book Company, 1978. $15.95

Warmke, Roman F. and Wyllie, Eugene D. Consumer Economic Problems. South-Western Publishing Co., 1977. $8.88

LESSON PLAN # 2

UNIT MONEY MANAGEMENT - Banking

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Transparencies of bank forms (teacher made)
2. Overhead projector
3. Handout - Reconciliation Problems (teacher made)

INSTRUCTIONAL OBJECTIVES:

1. To fill in bank forms with assistance.
2. To apply the correct procedures in filling in bank forms.

LEARNER ACTIVITIES:

1. Fill in bank forms brought to class from previous day.
2. Fill in one signature card, five blank stubs/blank checks, two deposit slips, and one check register page.

TEACHER ACTIVITIES:

1. Demonstrate on the overhead projector the proper methods of filling in bank forms while students follow pattern established by teacher.
2. Hand out reconciliation problem and supervise the completion of the bank forms.

ASSIGNMENT(S):

1. Complete the bank forms discussed in class.

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ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Visit a bank as a class or a committee and secure actual bank forms.
2. View filmstrip on "The Checking Account" or related material.
3. Discuss the functions, frequency of use, and hints for completing bank forms.
4. Establish personal "Game Plan" from Managing Your Money.
5. Research and discuss interest rates for borrowing. What is the sales price vs. the total cost for purchase of a car or a house.
6. Complete Unit II, "Money Substitutes," with The Money Series.
7. Complete second day's activities of "Banking Is . . ." series - Federal Reserve System, Banking Organization, and Savings with Money Growth.

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

"Banking Is . . ." Provided by Educational Services of your local bank. Programmed series contains A-V unit student study guide, student practice checkset, and instructor's manual. National Learning Productions, Inc. free

Brown, Frederick S. Managing Your Money. J. Weston Walch, Publishing, 1977. $4.00

Buying and Operating a Car. J. Weston Walch, Publishing. 50 spirit masters set $16.75

De Salvo, L. J. Consumer Finance. John Wiley and Sons, Inc., 1977. $8.22

Fairbank, Roswell E. and Schultheis, Robert A. Applied Business Mathematics. South-Western Publishing Co., 1980. $8.64

Filmstrip - "The Checking Account," Eye Gate Media.

Marchak, John P. Money Management Series. "Can You Manage Your Money?" Changing Times Educational Service. $.75

Robilotti, Richard V. "Money Substitutes," Unit II of The Money Series. Western Tape, 1979. recording $19.50

Rosenberg, R. Robert and Risser, Joy. Consumer Math and You. McGraw-Hill Book Company, 1979. $10.76

Smith, S. M. Introduction to Investment Mathematics. Franklin Publishing Co., Inc., 1967. $6.20

Troelstrup, Arch W. and Hall, E. Carl. The Consumer in American Society. McGraw-Hill Book Company, 1978. $15.95

Warmke, Roman F. and Wyllie, Eugene D. Consumer Economic Problems. South-Western Publishing Co., 1977. $8.88

LESSON PLAN # 3

UNIT MONEY MANAGEMENT - Banking

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Paragraphs previously assigned and entitled "Why Use a Bank"
2. Chalkboard
3. Transparencies - Four types of check endorsements (teacher made)
4. Overhead projector
5. Bank reconciliation problems - 2 sets (teacher made)

INSTRUCTIONAL OBJECTIVES:

1. To review the process of filling in bank forms.
2. To review why banks are used.
3. To preview the four types of check endorsements.
4. To preview reconciling a bank statement.
5. To demonstrate comprehension of a bank reconcilation.

LEARNER ACTIVITIES:

1. To view transparencies with bank forms completed for making any necessary changes on the actual bank forms previously assigned.
2. Listen to several paragraphs on "Why Use a Bank" and make a list of reasons why banks are used.
3. Observe the use of the four types of check endorsements.
4. Listen and observe the purpose, function, and procedure of bank statement reconciliation.
5. Calculate bank reconciliation problems.

TEACHER ACTIVITIES:

1. Show transparencies of bank forms filled in and allow time for students to make any necessary changes in their assignment.
2. Read some of the assigned paragraphs on "Why Use a Bank" and list some of the uses on the chalkboard.
3. Demonstrate the four types of check endorsements with transparencies.
4. Show transparencies of bank statement while explaining the purpose, function, and procedure of reconcilement..
5. Distribute bank reconciliation problems and observe completion.

ASSIGNMENT(S):

1. List at least three questions under the heading, "What I would like to know about banks." (Due for the next lesson.)
2. Complete second set of bank reconciliation problems. (Due to be handed in on day four.)

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ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Secure the following information as a committee report in your community: The name and address of bank(s); is (are) it (they) state bank(s) or national bank(s); what relationship, if any, is there with the Federal Reserve System?; is (are) the bank(s) organized for special purpose(s)?; what special types of facilities are provided for the customers?
2. Prepare a bulletin board with four types of check endorsements.
3. View and discuss "Planning the Use of Money" and "What Do I Receive For My Money" from the Money Matters Series.
4. Listen and discuss tapes on "Consumer Guide to Banking."
5. Discuss the importance of good credit.
6. Complete Unit III, "Federal Reserve System," of The Money Series.
7. Complete part of the third day's activities of "Banking Is . . ." series - Checking Accounts and Reconcilements.

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

"Banking Is . . ." Provided by Educational Services of your local bank. Programmed series contains A-V unit student study guide, student practice checkset, and instructor's manual. National Learning Productions, Inc. free

"Consumer Guide to Banking," (2 cassettes) Creative Learning Center. $17.00

Film Series - Money Matters. Encyclopedia Britannica Educational Corp., 1977. (16 mm; series of 4: 10 min. ea.) $185.00

Garman, E. Thomas and Eckert, Sidney W. The Consumer's World. McGraw-Hill Book Company, 1979. $14.95

McCullough, Robert and Everard, Kenneth. Bank Reconciliation Projects. Fearon - Pitman Publishers, Inc., 1959. $1.48

Marchak, John P. ed. What You Should Know About Credit. part of Money Management Series, Changing Time Educational Service, 1975. $ .75

Morton, Rezny, and Dunsing. Consumer Action. Houghton Mifflin Company, 1978. $8.97

Robilotti, Richard V. Federal Reserve System, Unit III with The Money Series. Western Tape, 1979. recording $19.50

Swanson, Boynton, Ross and Hanson. Century 21 Accounting. South-Western Publishing Co., 1977. $12.28

Warmke, Roman and Wyllie, Eugene D. Consumer Economic Problems. South-Western Publishing Co., 1977. $8.88

"Your Credit Rating: Establishing and Protecting It," part of Your Money: Survival Kit 2. Leswing Press. 10 copies $13.50

LESSON PLAN # 4

UNIT MONEY MANAGEMENT - Banking

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Blank transparency
2. Overhead projector
3. Handout - Problem Information Sheet of Four Types of Check Endorsements (teacher made)
4. Chalkboard
5. Eight checks for endorsement for each student

INSTRUCTIONAL OBJECTIVES:

1. To apply the correct procedures in making the four types of check endorsements.
2. To illustrate correct method of reconciling bank statement.
3. To discuss the items that should be asked about banks.
4. To determine which questions are most important to ask the guest speaker from a bank.

LEARNER ACTIVITIES:

1. Endorse eight checks - two of each type of endorsement.
2. Demonstrate correct method of reconciling bank statement problems from previous day's assignment.
3. Discuss which items should be asked about banks from the previous assignment.
4. List questions that should be asked of a guest speaker from a bank.

TEACHER ACTIVITIES:

1. Complete the endorsements not finished in class.
2. Observe and discuss completion of bank reconciliation problems assigned the previous day.
3. Discuss and list on the chalkboard those items which students would like to ask about banks.
4. Assign questions to be asked by specific students of the guest speaker from a bank.

ASSIGNMENT(S):

1. Be prepared to ask assigned question(s) relating to banks when the guest speaker visits during the next class meeting.

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Trace through a flow chart the path of selected bank forms.
2. Research and discuss "The Whys" and "The Hows" of keeping personal records.
3. Work practice set on personal record keeping.
4. View and discuss "What is Money?" and "When I Need More Money" from the Money Matters Series.
5. Complete Unit IV, "Role of Commercial Banks," with The Money Series.
6. Complete third day's activities of "Banking Is . . ." series - Endorsements, checks, and reconciliations.

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

"Banking Is . . . " Provided by Educational Services of your local bank, Programmed series contains A-V unit student study guide, student practice checkset, and instructor's manual. National Learning Productions, Inc. free

Churchill, E. Richard and Churchill, Linda R. Understanding Our Economy. J. Weston Walch, Publisher, 1977. $4.00

Film - "Banking in Action," produced by American Bankers Association, Federal Reserve System.

Film Series - Money Matters. Encyclopedia Britannica Education Corp., 1977. (16mm; series of 4: 10 minutes each) $185.00

Garman, E. Thomas and Eckert, Sidney W. The Consumer's World. McGraw-Hill Book Company, 1979. $14.95

Introduction to the Federal Reserve System. Federal Reserve System, Little Rock, Arkansas Branch. free

Mason, Louis D. Cases in Consumer Education. J. Weston Walch, Publishers. booklet and spirit masters $16.75

Morton, Rezny, and Dunsing. Consumer Action. Houghton Mifflin Company, 1978. $8.97

Robilotti, Richard V. "Role of Commercial Banks," Unit IV, The Money Series. Western Tape, 1979. $19.50

Roman and Finch. Family Financial Management. South-Western Publishing Co., 1980. $4.20

Spirit Masters of Keeping Family Records. J. Weston Walch, Publishers, 35 spirit masters $16.75

Wood, Merle. Consumer Practice Set: Personal Record Keeping Practice. McGraw-Hill Book Company, 1976. $5.32

LESSON PLAN # 5

UNIT MONEY MANAGEMENT - Banking

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Guest speaker - Topic: "You and Banks"

INSTRUCTIONAL OBJECTIVES:

1. To review various aspects of banks.
2. To recall information concerning bank procedures.

LEARNER ACTIVITIES:

1. Listen to presentation by guest speaker about "You and Banks."
2. Ask specific question(s) of guest speaker.

TEACHER ACTIVITIES:

1. Introduce or have student introduce the guest speaker.
2. Encourage students to ask questions (previously identified) of guest speaker.

ASSIGNMENT(S):

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Tour bank and listen to a guest speaker in bank's conference room.
2. Assist in organizing local advisory bank board(s).
3. Complete a bank customer simulation.
4. Explore careers in banking.
5. Work individualized material in banking.
6. Complete Unit V, "The Stock Market," with The Money Series.
7. Complete fourth and fifth days' activities of "Banking Is . . ." series - Loans, Services, and Unit quiz.

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

"Banking Is . . ." Provided by Educational Services of your local bank. Programmed series contains A-V unit student study guide, student practice checkset, and instructor's manual. National Learning Productions, Inc. free

Eggland. Exploring Service Careers. South-Western Publishing Co., 1979. $5.12

Filmstrips - "The Meaning of Money," Newsweek Educational Division, 1976. 4 filmstrips and 8 duplicating masters $85.00

McKitrick. Financial Security: The Contemporary Consumer Series. McGraw-Hill Book Company. filmstrip-text-manual $34.95; student text $4.24

Price, Ray F., Hall, J. Curtis and Blockus, Wanda. Business and You as a Consumer, Worker and Citizen. McGraw-Hill Book Company, 1979. $12.24

Ristau and Baggett. Exploring Careers in Business. South-Western Publishing Co., 1978. $5.12

Robilotti, Richard V. "The Stock Market," Unit V, The Money Series. Western Tape, 1979. $19.50

Roman and Finch. Family Financial Management. South-Western Publishing Co., 1980. $4.20

Sargent and Ward. Security First National - A Banking Simulation. South-Western Publishing Co., 1980. $5.00

The Cashier - The Chase Manhattan Bank. McGraw-Hill Book Company, 1975. $5.96

Warmke, Roman and Wyllie, Eugene D. Consumer Economic Problems. South-Western Publishing Co., 1977. $8.88

LESSON PLAN # 1

UNIT INCOME TAXES

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Film - "Money Talks" (26 minutes)
2. 16mm projector and screen
3. Publication 17 and 21 "Understanding Taxes" (one for each student)

INSTRUCTIONAL OBJECTIVES:

1. To preview the history of taxation and role of taxes in our society.
2. To identify rights and responsibilities of the taxpayer.
3. To describe the Federal Budget Process.
4. To discuss the taxation process.

LEARNER ACTIVITIES:

1. View film and discuss the history of taxation and the role of taxes in our society.
2. Discuss the rights and responsibilities of the taxpayer.
3. Listen to the description of the Federal Budget Process.
4. Discuss the taxation process and its presentation in the booklet "Understanding Taxes."

TEACHER ACTIVITIES:

1. Show film, "Money Talks," and discuss the history of taxation and the role of taxes in our society.
2. Lead discussion on the rights and responsibilities of a taxpayer.
3. Explain the Federal Budget Process.
4. Distribute the booklet "Understanding Taxes" and discuss its presentation of taxes for the individual.

ASSIGNMENT(S):

1. Read lessons in "Understanding Taxes" on the history of taxation, social security, and Forms W-2 and W-4. (Students are to retain tax booklets for entire unit of work.)

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Set up a tax experts board to give assistance to other students in filing their personal tax returns.
2. Read handout on the chronological history of federal taxation. (Copies made from instructor's guide of Publication 17.)
3. Make bulletin board representative of taxation unit including federal, state and local.
4. Write out answers for the questions at the end of the first unit of "Understanding Taxes."
5. Report to class on the history of taxation on the state level.
6. Interview clerk at city hall about percentage of taxes paid by city residents that are returned to the city and report to class.

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

Calderwood, James D. and Fersh, George L. Economics in Action. Macmillan Publishing Co., Inc., 1968. $12.18

Churchill, E. Richard and Churchill, Linda R. Understanding Our Economy. J. Weston Walch, Publisher, 1978. $4.00

Film - "Money Talks," Internal Revenue Serivce, Department of the Treasury (25 minutes)

"How to Save on Your '79 Taxes," U. S. News and World Report. November 5, 1979, pp. 80-83.

"If You Get a Letter Form the IRS," U. S. News and World Report. September 24, 1979, pp. 88.

Morison, Samuel Eliot. The Oxford History of the American People. Oxford University Press, 1965.

Olsen and Kennedy. Economics: Principles and Applications. South-Western Publishing Co., 1978. $11.36

Price, Ray F., Hall, J. Curtis and Blockus, Wanda. Business and You as a Consumer, Worker, and Citizen. McGraw-Hill Book Company, 1979. $9.18

Skadden, Donald H. A New Tax Structure for the United States. Bobbs-Merrill Educational Publishing, 1978. $10.45

"Understanding Taxes," Internal Revenue Service, Department of the Treasury, Publication 17 and 21.

"What are Your Rights With the IRS?" Better Homes and Gardens. February, 1977, pp. 78-81

"When IRS Challenges Your Tax Return," U. S. News and World Report. May 22, 1978, pp. 53-54.

LESSON PLAN # 2

UNIT INCOME TAXES

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Transparency - W-4 Form (teacher made)
2. Overhead projector

INSTRUCTIONAL OBJECTIVES:

1. To preview the social security system.
2. To discuss the W-4 Form.
3. To recall the concept of withholding and the purpose of the W-2 Form.

LEARNER ACTIVITIES:

1. Listen to the presentation on the social security system.
2. Discuss the W-4 Form and observe correct completion of form.
3. Discuss withholding and the purpose of the W-2 Form.

TEACHER ACTIVITIES:

1. Give presentation on the social security system, explain its purpose, function, and application.
2. Lead discussion on W-4 Form and illustrate its completion with the aid of a transparency.
3. Lead discuss to cover correct withholding and purpose of the W-2 Form.

ASSIGNMENT(S):

1. Read chapter pertaining to 1040A.

ORG6-80

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Discuss questions at the end of Chapter 2.
2. Visit social security office on field trip.
3. Research and report on The Social Security Progressive Increase in an Inflated vs. a Deflated Economy.
4. Work social security percentage problems.
5. Make a list of when social security numbers are used.
6. Research and report on the future of the Social Security System.
7. Read and report on current news about social security.
8. Listen and discuss tapes - "Economics for Young Americans."
9. Read and discuss Social Security/HEW Publication.

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

Ballard, Thomas E., Biehl, David L., and Kaiser, Ronald W. Personal Money Management. Science Research Associates, 1977. $11.16

Churchill, E. Richard and Churchill, Linda R. Understanding Our Economy. J. Weston Walch, Publisher, 1978. $4.00

Dye, Charles F. Teaching Bookkeeping - Accounting Today. J. Weston Walch, Publisher, 1978.

Economics for Young Americans. Phase I and Phase II, "Check Your Paycheck" - part of Phase II. Kits include cassette tapes, film strips, masters, and teacher's guide. Contact local Chamber of Commerce or Chamber of Commerce of the United States. usually free

Fairbank, Russell E., Schultheis, Robert A., and Piper, Edwin B. Applied Business Mathematics. South-Western Publishing Co., 1980. $8.64

Guthrie, Mearl. Business Mathematics for Consumers. Fearon - Pitman Publishers, Inc., 1975. $6.40

HEW Publication No. (SSA) 77-10672, July 1977. Social Security Administration (U. S. Department of Health, Education, and Welfare) free

Lange, Mason, and Rousos. Business Mathematics. Houghton Mifflin Company, 1980. $8.40

Rosenberg, R. Robert and Risser, Joy. Consumer Math and You. McGraw-Hill Book Company, 1979. $8.07

"Social Security Loophole--How Good a Deal?" U. S. News and World Report. September 3, 1979, p. 78.

"Understanding Taxes," Internal Revenue Service, Department of the Treasury.

LESSON PLAN # 3

UNIT INCOME TAXES

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Transparencies of 1040A (teacher made)
2. Overhead projector
3. Blank 1040A forms for each student

INSTRUCTIONAL OBJECTIVES:

1. To preview Form 1040A.
2. To discuss the use of tax tables.
3. To determine the type of return to be filed.
4. To recall Form 1040A.

LEARNER ACTIVITIES:

1. Listen to the explanation of the preparation of 1040A.
2. Discuss and illustrate the use of tax tables.
3. Discuss when to file a separate or joint tax return.
4. Illustrate understanding by completing Form 1040A.

TEACHER ACTIVITIES:

1. Explain with the aid of transparencies: the preparation of 1040A, step-by-step identification of filer, filing status, exemptions, income (wages, interest, dividends), credits, and amount due or refund.
2. Discuss and illustrate the use of tax tables.
3. Listen to discussion for understanding of when to file separate or joint tax return.
4. Distribute blank forms, assign problem, and observe its completion to verify understanding.

ASSIGNMENT(S):

1. Read material covering Form 1040 and Schedule A.

ORG6-80

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Write out questions and problems for chapter 3.
2. Work extra 1040A forms for better understanding.
3. Complete teacher assigned dividend and interest income problems.
4. View filmstrip "Your Tax Dollar," and discuss.
5. Bring your W-2 form to class and fill out a 1040A.
6. Help other students who are not in the class fill out their tax forms.
7. Discuss the filmstrip "Check Your Paycheck."
8. Read and discuss current materials in the newspaper or magazines on taxes.

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

Engler, Calvir. Basic Accounting. Bobbs-Merrill Educational Publishing, 1969. $8.25

Filmstrip - "Check Your Paycheck," part of Phase II in Economics for Young Americans. (see reference information in day 2 of this unit) - Contact local Chamber of Commerce or Chamber of Commerce of the United States. usually free

Filmstrip - "Your Tax Dollar," (comes with record) New York Times.

"Gifts That Help the Giver Too," Money. December, 1979, pp. 111-112.

Miller, Morris and Janis, Arthur. Modern Bookkeeping and Accounting. Fearon - Pitman Publishers, Inc., 1973. $7.50

Price, Ray G., Hall, J. Curtis, and Blockus, Wanda. Business and You as a Consumer, Worker and Citizen. McGraw-Hill Book Company, 1979. $9.18

"Recent Rulings that Might Affect Your Taxes," Changing Times. September, 1979, pp. 33-36

Simini, Joseph P. Accounting Made Simple. Doubleday and Company, Inc., 1967. $2.50

Swanson, Robert A., Boynton, Lewis D., Ross, Kenton E., Hanson, Robert D. Century 21 Accounting. South-Western Publishing Co., 1977. $9.21

"Understanding Taxes," Internal Revenue Service, Department of the Treasury.

Weaver, D. H., Hanna, J. M., Freeman, M. H., Brower, E. B., and Smiley, J. M. Accounting 10/12. McGraw-Hill Book Company, 1977. $9.57

LESSON PLAN # 4

UNIT INCOME TAXES

COURSE JOB PREPARATION

AIDS/SUPPLIES NEEDED:

1. Transparencies - 1040 (front and back) and Schedule A (teacher made)
2. Overhead projector
3. Blank 1040 forms for each student

INSTRUCTIONAL OBJECTIVES:

1. To preview form 1040.
2. To recall form 1040.

LEARNER ACTIVITIES:

1. Listen to the explanation of the preparation of 1040.
2. Complete problem on form 1040 to illustrate understanding of front and back of form.

TEACHER ACTIVITIES:

1. Show transparencies (front and back) of 1040 and explain section by section: filers status, exemptions, income, adjustments, tax computations, various credits, refund or balance due, and required signatures.
2. Distribute blank forms, assign problem, and observe the completion to verify understanding of front and back of 1040.

ASSIGNMENT(S):

1. Reread 1040 and Schedule A materials paying special attention to the itemized deductions or use of the zero bracket.

ORG6-80

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Collect current news items and discuss in class.
2. Discuss ways to lower income through adjustments.
3. Discuss how income from stocks and bonds would be reported on the 1040.
4. Discuss the importance of good recordkeeping.
5. Work a practice set to develop personal recordkeeping skills.
6. Help teacher in discussion of flow of work of tax forms while looking at wall chart of 1040 available in "Understanding Taxes."

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

Barnes. What Investing is all About. South-Western Publishing Co., 1978. $5.04

Engler, Calvir. Basic Accounting. Bobbs-Merrill Educational Publishing, 1969. $8.25

"Gifts That Help the Giver Too," Money. December, 1979, pp. 111-112.

Morton, Rezny and Dunsing. Consumer Action. Houghton Mifflin Company, 1978. $8.97

Price, Ray F., Hall, J. Curtis, and Blockus, Wanda. Business and You as a Consumer, Worker, and Citizen. McGraw-Hill Book Company, 1979. $9.18

"Recent Rulings that Might Affect Your Taxes," Changing Times. September, 1979, pp. 33-36.

Simini, Joseph P. Accounting Made Simple. Doubleday and Company, Inc., 1967. $2.50

Swanson, Robert A., Boynton, Lewis D., Ross, Kenton E., Hanson, Robert D. Century 21 Accounting. South-Western Publishing Co., 1977. $9.21

"Understanding Taxes," Internal Revenue Service, Department of the Treasury.

Warmke and Wyllie. Consumer Economic Problems. South-Western Publishing Co., 1977. $8.88

Weaver, D. H., Hanna, J. M., Freeman, M. H., Brower, E. B., and Smiley, J. M. Accounting 10/12. McGraw-Hill Book Company, 1977. $9.57

Wood, Merle. Personal Recordkeeping Practice Set. McGraw-Hill Book Company, 1976. $5.32

LESSON PLAN # 5

UNIT INCOME TAXES

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Transparency of Schedule A (teacher made)
2. Overhead projector
3. Blank Schedule A forms for each student

INSTRUCTIONAL OBJECTIVES:

1. To discuss itemized deductions vs. use of the zero bracket amount.
2. To preview Schedule A.
3. To recall Schedule A.

LEARNER ACTIVITIES:

1. Determine through discussion when to itemize deductions or to use the zero bracket amount.
2. Listen to explanation of Schedule A.
3. Demonstrate understanding by completing a problem on a blank Schedule A.

TEACHER ACTIVITIES:

1. Explain and discuss when to itemize deductions with Schedule A or to use the zero bracket amount.
2. Show transparency of Schedule A. After identification area explain each section line by line, transferring totals of the six sections to the summary section and deducting filing status amount to obtain the final deduction.
3. Distribute problem with blank Schedule A and confirm understanding.

ASSIGNMENT(S):

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Work additional Schedule A problems to reinforce understanding.
2. Answer questions at the end of chapter 4.
3. Discuss the importance of keeping good records of deductible expenses during the year.
4. Work sample problems on property taxes using local tax rate.
5. Discuss what would happen to your real estate taxes if you sold property during the year.
6. Discuss the advantages and disadvantages of our progressive tax system.

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

Ballard, Thomas E., Biehl, David L., and Kaiser, Ronald W. Personal Money Management. Science Research Associates, 1977. $11.16

Blodgett, Richard. The New York Times Book of Money. Times Books, 1979. $7.00

Churchill, E. Richard and Churchill, Linda R. Understanding Our Economy. J. Weston Walch, Publisher, 1978. $4.00

Fairbank, Russell E., Schultheis, Robert A., and Piper, Edwin B. Applied Business Mathematics. South-Western Publishing Co., 1980. $8.64

Greisman, Bernard, ed. J. K. Lasser's Your Income Tax. Simon and Schuster Publishers, current tax year. $3.95

Guthrie, Mearl. Business Mathematics for Consumers. Fearon - Pitman Publishers, Inc., 1975. $6.40

Lange, Mason, Rousos. Business Mathematics. Houghton Mifflin Company, 1980. $8.40

Myer, John. Accounting for Non-Accountants. Elsevier-Dutton Publishers, 1980. $6.00

Price, Ray F., Hall, J. Curtis, and Blockus, Wanda. Business and You as a Consumer, Worker, and Citizen. McGraw-Hill Book Company, 1979. $9.18

Rosenberg, R. Robert and Risser, Joy. Consumer Math and You. McGraw-Hill Book Company, 1979. $8.07

Skadden, Donald H. A New Tax Structure for the United States. Bobbs-Merrill Educational Publishing, 1978. $10.45

"Understanding Taxes," Internal Revenue Service, Department of the Treasury.

LESSON PLAN # 6

UNIT INCOME TAXES

COURSE JOB PREPARATION

AIDS/SUPPLIES NEEDED:

1. Problems and forms - 1040A, 1040, and Schedule A

INSTRUCTIONAL OBJECTIVES:

1. To review 1040A, 1040, and Schedule A.
2. To demonstrate comprehension of 1040A, 1040, and Schedule A.

LEARNER ACTIVITIES:

1. Complete a problem on a 1040A and 1040 with Schedule A.
2. Discuss 1040A, 1040, and Schedule A line by line to illustrate understanding.

TEACHER ACTIVITIES:

1. Distribute forms and problems - observe the student's completion of 1040A and 1040 with Schedule A.
2. Listen to discussion on 1040A, 1040, and Schedule A to verify understanding or to reinforce weak areas with additional reviews or drills.

ASSIGNMENT(S):

1. Read section on "Additional Income Tax Information" for next day.

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Complete a sample state return that corresponds to the 1040A and 1040 federal return completed in class.
2. Prepare a farm supplement tax form.
3. Discuss income, investments and taxation after viewing filmstrips (set III).
4. Prepare budgets for various assigned family financial situations. (could be used as group activity)
5. Read and discuss the stock market quotations in the local paper of the Wallstreet Journal.
6. Listen to a speaker on various kinds of investments.

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

Ballard, Thomas E. Personal Money Management. Science Research Associates. 1977. $11.16

Barnes. What Investing is all About. South-Western Publishing Co., 1978. $3.88

Brown, Frederick. Managing Your Money. J. Weston Walch, Publisher, 1979. $4.00

Calderwood, James D. and Fersh, George L. Economics in Action. Macmillan Publishing Co., Inc., 1968. $12.18

Garrett, P. G. and Metzen, E. J. You Are a Consumer. Genn and Company, 1972. $4.10

Olsen. Beat the Market. South-Western Publishing Co., 1973. $53.00

Price, Ray G., Hall, J. Curtis and Blockus, Wanda. Business and You as a Consumer, Worker, and Citizen. McGraw-Hill Book Company, 1979. $9.18

Price, Ray G., Musselman, Vernon A. and Hall, J. Curtis. "Business and You Filmstrip Series," McGraw-Hill Book Company. Set III: filmstrips and records $192.00

Schoenfield, David and Natella, Arthur A. Consumer and His Dollars. Oceana Publications, 1976. $6.75

Simini, Joseph P. Accounting Made Simple. Doubleday and Company, Inc., 1967. $2.50

"Understanding Taxes," Internal Revenue Service, Department of the Treasury.

Wolf. Managing Your Money. Allyn and Bacon, Inc., 1977. $11.60

LESSON PLAN # 7

AIDS/SUPPLIES NEEDED:

UNIT INCOME TAXES

COURSE JOB PREPARATION

INSTRUCTIONAL OBJECTIVES:

1. To preview the purpose of estimated taxes.
2. To discuss excess FICA tax withheld.
3. To recall eight common errors made on tax returns.
4. To preview the correction or amending of a tax return.
5. To recall the laws regarding recordkeeping.
6. To discuss special tax table income of dependent children.
7. To recall the basic operation of an IRS Service Center.

LEARNER ACTIVITIES:

1. Listen to the purpose of estimated taxes and the requirements for the Form 1040ES.
2. Discuss excess FICA tax withheld.
3. Discuss the eight common errors made on tax returns.
4. Listen to the method used to prepare an amended or corrected tax return.
5. Listen to explanation of laws regarding recordkeeping.
6. Discuss method of figuring income of dependent children.
7. Discuss the basic operation of an IRS Service Center.

TEACHER ACTIVITIES:

1. Explain and discuss the purpose of estimated taxes and requirements for filing Form 1040.
2. Guide learner in discussion of excess FICA tax withheld on either 1040A or 1040.
3. Listen to discussion of the eight common errors made on tax returns.
4. Explain the method used to prepare an amended or corrected tax return.
5. Explain and discuss laws regarding recordkeeping.
6. Illustrate method of figuring income of dependent children.
7. Discuss the basic operation of an IRS Service Center.

ASSIGNMENT(S):

1. Read material on "Tax Terms" and "IRS and Your Future."

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Prepare an amended or corrected tax return.
2. Write out and discuss questions at the end of chapter 5.
3. Discuss Earned Income Credit as well as other credits under the Federal tax system.
4. Work a tax return in which the taxpayer qualifies for Earned Income Credit.
5. Discuss the impact inflation has on the amount of taxes individuals pay, and the advantages/disadvantages of indexing.
6. Write to your local representatives in Congress for their position on "indexing" taxes.

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

Block, H. & R. H & R Income Tax Workbook. Macmillan Publishing Co., Inc. $3.95

Blodgett, Richard. The New York Times Book of Money. Times Book, Inc., 1979. $7.00

Churchill, E. Richard and Churchill, Linda R. Understanding our Economy. J. Weston Walch, Publisher, 1978. $4.00

Coleman and Clayton. Personal and Family Financial Management. Houghton Mifflin Company, 1980. (practice-set format $3.75)

Engler, Calvir. Basic Accounting. Bobbs-Merrill Educational Publishing, 1969. $8.25

Margolis, N. and Harmon, N. P. Accounting Essentials. John Wiley and Sons, Inc. $4.95

Miller, Morris and Janis, Arthur. Modern Bookkeeping and Accounting. Fearon - Pitman Publishers, Inc., 1973. $7.50

Myer, John. Accounting for Non-Accountants. Elsevier-Dutton Publishers, 1980. $6.00

Simini, Joseph P. Accounting Made Simple. Doubleday and Company, Inc., 1967. $2.50

Swanson, Robert A., Boynton, Lewis D., Ross, Kenton E., and Hanson, Robert D. Century 21 Accounting. South-Western Publishing Co., 1977. $9.21

"Understanding Taxes," Internal Revenue Service, Department of the Treasury.

Wilkie, Barbara J. Fun Things for Learning in Business/Office. American Enterprises, Inc., 1979. $5.00 #103

LESSON PLAN # 8 AIDS/SUPPLIES NEEDED:

UNIT INCOME TAXES

COURSE OFFICE PROCEDURES

INSTRUCTIONAL OBJECTIVES:

1. To review the meaning of basic tax terms.
2. To identify positions available with the Internal Revenue Service.
3. To discuss information about careers in accounting.
4. To complete crossword puzzle.

LEARNER ACTIVITIES:

1. Listen to review of meanings for basic tax terms.
2. Discuss various positions available with the Internal Revenue Service.
3. Discuss information about careers in accounting.
4. Complete crossword puzzle on back of tax booklet.

TEACHER ACTIVITIES:

1. Review and discuss the meaning of basic tax terms.
2. Discuss various positions available with the Internal Revenue Service.
3. Discuss information about careers in accounting.
4. Observe completion of crossword puzzle.

ASSIGNMENT(S):

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Take test supplied by IRS over complete unit.
2. List different positions with educational requirements for careers in accounting, tax preparation, tax auditing and tax education.
3. Listen to guest speaker on taxation.
4. Prepare to question guest speaker concerning income tax issues.
5. Play the game - "Paying Your Way."
6. Complete a practice set on income taxes.
7. Research and discuss tax systems in other countries.

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

Armstrong, Robert E. A Personal Income Tax Practice Set. McGraw-Hill Book Company, 1980. $4.50

Coleman and Clayton. Personal and Family Financial Management. Houghton Mifflin Publishing Company, 1980. $3.75

Filmstrip - "Inflation--Taxing the American Dream," (with cassette) New York Federal Reserve System, Issue No. 2, September, 1979. free loan

Heslop, Alan. The World Capital Shortage. Bobbs-Merrill Educational Publishing, 1977. $3.90

Marts, John. Paying Your Way. McGraw-Hill Book Company, 1975. $19.95

Olsen and Kennedy. Economics - Principles and Applications. South-Western Publishing Co., 1978. $8.52

Price, Ray G., Hall, J. Curtis, and Blockus, Wanda. Business and You as a Consumer, Worker, and Citizen. McGraw-Hill Book Company, 1979. $9.18

Skadden, Donald H. A New Tax Structure for the United States. Bobbs-Merrill Educational Publishing, 1978. $3.90

"The Mystery of Economic Growth," publication of the Philadephia Federal Branch Bank, Federal Reserve System. free

United States Treasury Department, Publication 15, Circular E, Employer's Tax Guide.

Wyllie and Warmke. Free Enterprise in the United States. South-Western Publishing Co., 1980. $7.80

LESSON PLAN # 1

UNIT INSURANCE

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Chalkboard

INSTRUCTIONAL OBJECTIVES:

1. To preview the basic concepts of insurance most important to consumers.
2. To list and identify several "life stages" and "life styles" when insurance needs may change and the kinds of insurance coverage appropriate to each.
3. To recall and write terms and their definitions related to insurance.

LEARNER ACTIVITIES:

1. Listen to basic concepts of insurance most important to consumers.
2. List each of several "life stages" and related "life styles" and identify kinds of insurance coverage appropriate to e[illegible].
3. Recall and write terms and their definitions related to insurance.

TEACHER ACTIVITIES:

1. Explain how insurance affects individual's lives (business and personal).
2. Lead a discussion of "life stages" and related "life styles" in providing input for listing and identifying kinds of insurance coverage appropriate to each.
3. Write on board and assist students to discuss orally the definitions of insurance terms.

ASSIGNMENT(S):

1. Consult the telephone directory to determine how many different major insurance companies have offices in the students' community. List these agencies on a sheet of paper.

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Make a bulletin board display - divide board into five main sections for insurance displays: home, life, health, auto, and income security. Prepare posters or displays for each section.
2. View film, "Insurance - What's It All About," and discuss.
3. View and discuss "You and the World of Insurance."
4. Discuss insurable and uninsurable risks.
5. Research and report on the written style of insurable policies.
6. Do individualized study - Section I of Mini-Courses in Insurance.
7. Listen to the overview of insurance by a speaker from an insurance brokers firm.

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

DeBraum, Haines, Malsbary, Daughtery. General Business for Economic Understanding. South-Western Publishing Co., 1976. $11.24

Dominski, Donald D. and Green, Thomas E. Your Stake in Insurance. Lithographic Productions, Inc., 1979.

Fairbank, Roswell E. and Schultheis, Robert A. Applied Business Mathematics. South-Western Publishing Co., 1980. $8.64

Film - "Insurance - What's It All About," Filmfair Communication, 1975. (21 minutes) $30 per day

Filmstrip - "You and the World of Insurance," Educulture, Inc., 1977. (13 minutes) $62.50

Greene, Mark R. and Swadnener, Paul. Insurance Insight. South-Western Publishing Co., 1974.

Gundrum, Lawrence K. Jr. and Bell, Deborah. Mini-Courses in Insurance. (Set of one dozen manuals and audio-cassettes), Educulture, Inc., 1977. $37.50

Jelley, Herbert M. and Herrman, Robert O. The American Consumer: Issues and Decisions. McGraw-Hill Book Company, 1978. $11.96

Price, Ray G., Hall, J. Curtis, and Blockus, Wanda. Business and You as a Consumer, Worker and Citizen. McGraw-Hill Book Company, 1979. $9.18

Roman and Finch. Family Financial Management. South-Western Publishing Co., 1980. $4.20

Troelstrup, Arch W. and Hall, E. Carl. The Consumer in American Society. McGraw-Hill Book Company, 1978. $15.95

Warmke, Roman and Wyllie, Eugene D. Consumer Economic Problems. South-Western Publishing Co., 1977. $8.88

LESSON PLAN # 2

UNIT INSURANCE

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Transparencies with five insurance terms (teacher made)
2. Overhead projector
3. Chalkboard

INSTRUCTIONAL OBJECTIVES:

1. To complete list of insurance terms and their definitions.
2. To classify the kinds and compute the number of various insurance agencies in your community.
3. To select life insurance companies from the kinds of companies and identify three major types of coverage provided through these companies.
4. To discuss the three major types of life insurance.

LEARNER ACTIVITIES:

1. Write the additional insurance terms and their definitions not completed from lesson one.
2. Classify and compute on a sheet of paper the various insurance agencies in the students' community.
3. Select life insurance companies from the kinds of companies and identify three major types of coverage provided through these companies.
4. Discuss the three major types of life insurance.

TEACHER ACTIVITIES:

1. Show insurance terms not previously discussed on overhead transparencies and discuss these terms.
2. Write on the chalkboard the major kinds of insurance agencies as they are reported by the students from their assignment.
3. Select life insurance from the list of agencies on the chalkboard and write three major types of coverage provided through these companies.
4. Discuss the three major types of life insurance.

ASSIGNMENT(S):

1. Read and analyze a homeowner's or renter's policy or other type(s) of property insurance on shelter carried by the parents or guardians. Bring what appears to be important quotations from the policy(ies).

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Read related insurance material such as "Do You Know?"
2. View filmstrip, "General Principals of Insurance," and discuss.
3. Listen to guest speaker on our social security system and how it benefits the individual at the various life stages.
4. Research and report on social security.
5. Do individualized study - Section II of Mini-Courses in Insurance.
6. Research and discuss the purpose of life insurance and how policies differ.
7. Discuss the factors that should be considered in selecting an insurance agent and those to be considered in planning an insurance program.
8. Interview three persons to determine what kinds of life insurance they carry.

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

Aetna Life and Casualty, Public Relations and Advertising Department.

Bohlman, Herbert W. and Bohlman, Edna M. Insuring Your Life, Income and Property. (series from Accent: Consumer Education.) Follett Publishing Company, 1975. $2.20

Brown, Frederick S. Managing Your Money. J. Weston Walch, Publisher, 1979. $4.00

Denenberg, Herbert S., Eilers, Robert D., Hoffman, G. Wright, Kline, Chester A., Melone, Joseph J., and Sneider, H. Wayne. Risk and Insurance. Prentice-Hall, 1974. $16.95

"Do You Know?" Insurance Information Institute, Educational Division. free

Filmstrip - "General Principals fo Insurance," (series with four video cassettes) City Video, Ltd. $368.01

Gundrum, Lawrence K. Jr. and Bell, Deborah. Mini-Courses in Insurance. (Set of one dozen manuals and audio-cassettes), Educulture, Inc., 1977. $37.50

Jelley, Herbert M. and Merrmann, Robert O. The American Consumer: Issues and Decisions. McGraw-Hill Book Company, 1978. $11.96

Mehr, Robert I. Principals of Insurance. Learning Systems Company, 1973. $4.50

Rosler, Lee. Life Insurance Sales. Career in Depth Series, Richard Rosen Press Inc., 1974. $3.95

Social Security: Protection and Benefits. Book 7, from Your Money: Survival Kit 2. Leswing Press. ten study booklets and manual $12.95

Warmke, Roman and Wyllie, Eugene D. Consumer Economic Problems. South-Western Publishing Co., 1977. $8.88

LESSON PLAN # 3

UNIT INSURANCE

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Chalkboard
2. Blank transparency
3. Overhead projector

INSTRUCTIONAL OBJECTIVES:

1. To preview homeowners' and renters' insurance coverage.
2. To identify and describe the most common standard clauses in homeowners' and renters' insurance policies.
3. To define extended coverage.
4. To name the kinds of losses that are covered by homeowners' and renters' insurance coverage.

LEARNER ACTIVITIES:

1. Listen to presentation on homeowners' and renters' insurance coverage.
2. Identify and describe the most common standard clauses in homeowners' and renters' insurance policies.
3. Discuss extended coverage.
4. Name the kinds of losses that are covered by a homeowners' and renters' insurance coverage.

TEACHER ACTIVITIES:

1. Give presentation on homeowners' and renters' insurance coverage.
2. Lead discussion on the identity and description of the most common standard clauses in homeowners' and renters' insurance policies.
3. Write definition of extended coverage on the chalkboard as it evolved from class discussion.
4. List on an overhead transparency the kinds of losses that are covered by a homeowners' and renters' insurance coverage.

ASSIGNMENT(S):

1. Ask at least two friends your age what types of insurance coverage they feel are needed for automobiles.

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Read insurance pamphlets and discuss.
2. View filmstrip, "Insurance for the Home," and discuss.
3. Do individualized study - Section III of Mini-Courses in Insurance.
4. Discuss types of situations that contain pure risk, speculative risk, and no risk.
5. Make a list of hazardous situations and the peril that will be the corresponding loss for each.
6. Discuss reasons for annually reviewing insurance coverage.
7. Discuss how a stock insurance company differs from a mutual insurance company.
8. Listen to guest speaker on the importance of property evaluation for ownership and protection. (Speaker could be a real estate broker, banker, or insurance representative.)

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

American Insurance Association, Engineering and Safety Department of New York. (leaflets, pamphlets, and film catalog)

Bickelhaupt, David L. General Insurance. Richard D. Irwin, Inc., 1979. $16.50

Filmstrip - "Insurance for the Home," Insurance Information Institute, 1973.

Gundrum, Lawrence K. Jr., and Bell, Deborah. Mini-Courses in Insurance. (Set of one dozen manuals and audio-cassettes), Educulture, Inc., 1977. $37.50

Jelley, Herbert M. and Merrman, Robert O. The American Consumer: Issues and Decisions. McGraw-Hill Book Company, 1978. $11.96

Mehr, Robert J. Principals of Insurance. Learnings Systems Company, 1973. $4.50

Morton, John S. et al. Consumer Action. Houghton Mifflin Company, 1978. $8.25

Olsen and Kennedy. Economics - Principles and Applications. South-Western Publishing Co., 1978. $8.52

Rosenberg, R., Whitecraft, John, and Brown, Gordon. Understanding Business and Consumer Law. McGraw-Hill Book Company, 1979. $10.40

Thomas, Paul I. and Read, Prentiss B. Adjustment of Property Losses. McGraw-Hill Book Company, 1977. $18.95

Warmke, Roman and Wyllie, Eugene D. Consumer Economic Probleks. South-Western Publishing Co., 1977. $8.88

Williams, C. A. Jr. Risk Management and Insuaance. McGraw-Hill Book Company, 1976. $17.95.

LESSON PLAN # 4

UNIT INSURANCE

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Filmstrip - "Automobile Insurance"
2. 35mm projector
3. Chalkboard

INSTRUCTIONAL OBJECTIVES:

1. To preview the concept of automobile insurance.
2. To identify the types of automobile coverage.
3. To preview the theory of no-fault insurance.
4. To list the advantages and disadvantages of no-fault insurance.

LEARNER ACTIVITIES:

1. Listen to preview of concept of automobile insurance and view filmstrip.
2. List and discuss the types of automobile insurance coverage.
3. Listen to preview of the theory of no-fault insurance.
4. Discuss and list the advantages and disadvantages of no-fault insurance.

TEACHER ACTIVITIES:

1. Give presentation on automobile insurance and show filmstrip, "Automobile Insurance."
2. List the types of automobile insurance coverage on chalkboard and discuss each.
3. Present theory of no-fault insurance.
4. Give oral definitions with examples of no-fault insurance and have students list the advantages and disadvantages.

ASSIGNMENT(S):

1. Consult with parents/guardian concerning health insurance coverage. Specific questions concerning cost borne by employer/head of household, maximum coverage amounts, etc. should be covered.

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Report on the state's financial responsibility law, if there is one.
2. View and discuss films on accident prevention.
3. Report on the comparison of the accident rates for student drivers that have had driver's education in some form and those who have not.
4. Do individualized study - Section IV of Mini-Courses in Insurance.
5. Discuss the responsibility of owning a car.
6. Listen to speaker from insurance company on automobile insurance.
7. Listen to speaker from law firm on legal liabilities of car ownership.
8. Write to Massachusetts Commissioner of Insurance State Office, Boston, Massachusetts, regarding the success/failure of Massachusetts no-fault insurance program.

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

Brown, Frederick S. Managing Your Money. J. Weston Walch, Publisher, 1979. $4.00

Costs of Automobile Ownership. from Your Money: Survival Kit 2. Leswing Press. ten study booklets and manual $12.95

Fiala, Ralph J. How to Teach Business Law. J. Weston Walch, Publisher, 1965.

Filmstrip - "Automobile Insurance," Insurance Information Institute, Educational Division. small charge

Gundrum, Lawrence K. Jr. and Bell, Deborah. Mini-Courses in Insurance. (Set of one dozen manuals and audio-cassettes), Educulture, Inc., 1977. $37.50

Idleman and McKitrich. Transportation. (part of "The Contemporary Consumer Series"), McGraw-Hill Book Company, 1979. $4.24

Kemper Insurance, Public Relations Department. (pamphlets)

Liberty Mutual Insurance Company, Public Relations Department. (pamphlets)

Mehr, Robert I. Principals of Insurance. Learning Systems Company, 1973. $4.50

National Safety Council, Director of Public Information. (films, pamphlets, posters)

Price, Ray G., Hall, J. Curtis and Blockus, Wanda. Business and You as a Consumer, Worker, and Citizen. McGraw-Hill Book Company, 1979. $9.18

Rosenberg, R. Robert, Whitecraft, John E. and Brown, Gordon W. Understanding Business and Consumer Law. McGraw-Hill Book Company, 1979. $11.96

Stein, Wendy. Becoming a Car Owner. New Readers Press, 1976. $1.95

Warmke, Roman and Wyllie, Eugene D. Consumer Economic Problems. South-Western Publishing Co., 1977. $8.88

LESSON PLAN # 5

UNIT INSURANCE

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Chalkboard

INSTRUCTIONAL OBJECTIVES:

1. To preview health insurance.
2. To identify different types and costs of health insurance.
3. To list and define the basic health insurance coverage.

LEARNER ACTIVITIES:

1. Listen to presentation on health insurance.
2. Discuss the information on types and costs of health insurance obtained from consulting parents/guardians on their coverage.
3. Write list, definitions, and discuss the basic health insurance coverages.

TEACHER ACTIVITIES:

1. Present an overview of health insurance.
2. Lead discussion of information on types and costs of health insurance that students obtained. (From previous day's assignment.)
3. List on chalkboard the basic health insurance coverages and lead discussion on definitions.

ASSIGNMENT(S):

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Discuss the possibility of self-insurance.
2. Research and report on health insurance.
3. Discuss the feasibility of a deductible clause in an insurance policy.
4. Explain group insurance policies.
5. Research and report to the class on careers in insurance.
6. Listen to speaker on health insurance - group and individual policies.
7. Discuss the advantage of employee benefit packages.

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

Brown, Frederick S. Managing Your Money. J. Weston Walch, Publisher, 1979. $4.00

Greene, Mark R. and Swadener, Paul. Insurance Insight. South-Western Publishing Co., 1974.

Mehr, Robert I. Principals of Insurance. Learning Systems Company, 1973. $4.50

Mintz, Herman. General Business Skits. South-Western Publishing Co., 1971.

Olsen and Kennedy. Economics - Principals and Applications. South-Western Publishing Co., 1978. $8.52

Price, Ray G., Hall, J. Curtis and Blockus, Wanda. Business and You as a Consumer, Worker, and Citizen. McGraw-Hill Book Company, 1979. $9.18

Rosler, Lee. Life Insurance Sales. Career in Depth Series, Richard Rosen Press Inc., 1974. $3.95

Rosler, Lee. Opportunities in Life Insurance Sales. Vocational Guidance Manuals, National Textbook Company, 1974. $4.95

Sommer, Armand and Kedzie, Daniel P. Your Future in Insurance. Arco Career Guidance Series, Arco Publishing Company Inc., 1971. $2.95

The Life Insurance Fact Book. American Council of Life Insurance. free

Warmke, Roman and Wyllie, Eugene D. Consumer Economic Problems. South-Western Publishing Co., 1977. $8.88

UNIT COVER SHEET

PAYROLL

DESCRIPTION OF CONTENT

The complete payroll procedure is presented from the time card through the functions involved with the payroll register. Activities develop understanding of the total concept including the computation of gross earnings minus all deducations. The importance of maintaining accurate records and the various forms required by the federal, state, and local laws are discussed.

UNIT OBJECTIVE

Upon completion of this unit, the student will be able to demonstrate the ability to compute employee total earnings with necessary deductions and perform operations essential for completion of the various forms in fulfilling laws and regulations on local, state, and federal levels. Competencies of the students will be measurable or observable with a rating of "adequate" as determined by the teacher.

SPECIAL INSTRUCTIONS

The unit is especially applicable as a review of basic math skills.

SUGGESTED TIME

Five days

LESSON PLAN # 1

UNIT PAYROLL

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Transparencies - Time card, payroll earnings record, employer's tax guide, payroll register, employee's earnings record, payroll checks, and employer's quarterly tax form
2. Handouts - Payroll Procedures Flow Chart and Time Card Sheet - 5 sample time cards (both teacher made)
3. Overhead projector

INSTRUCTIONAL OBJECTIVES:

1. To preview the total concepts of payroll procedures and need for accuracy.
2. To analyze and discuss the payroll process through the flow chart.
3. To recall the purpose of the time card, its function, and method of computation.
4. To discuss and complete a time card.
5. To list time card terms and their meanings.

LEARNER ACTIVITIES:

1. Observe transparencies, listen to explanation of the total payroll procedures concept and understand the need for accuracy.
2. Listen to explanation of the purpose of flow charts, read payroll flow charts, analyze, and discuss the application of graphic illustration for the payroll process.
3. Observe and discuss purpose of the time card, its function, and observe method of computation of hours and earnings.
4. Read, discuss, and complete first time card on "Time Card Sheet."
5. Discuss and list (on reverse of handout) time card terms and their meanings.

TEACHER ACTIVITIES:

1. Show transparencies on the phases of payroll procedures and explain total concept stressing the need for accuracy. (Give general overview of laws/ regulations to be covered in detail later in unit.)
2. Distribute "Payroll Procedures Flow Chart," explain purpose of any flow chart (simple to complex), and discuss analogy of graphic construction illustrating the payroll process.
3. Show time card transparencies while discussing its purpose, its function, and on transparency illustrate method of computing hours (regular and overtime) and earnings.
4. Distribute handout - "Time Card Sheet," discuss and observe completion of first card.
5. Discuss time card terms and their meanings.

ASSIGNMENT(S):

1. Complete the other time cards on handout. (Be sure they include regular time and all types of overtime.)
2. Study appropriate material on payroll earnings record and deductions.

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Take a pretest of math applicable to payroll.
2. Listen to payroll clerk, as a guest speaker, describe duties of the job.
3. Visit the payroll department of a local business and report to the class.
4. Punch mock time cards each morning and afternoon of school, this could be started a couple weeks prior to the payroll unit, then calculate time and illustrate computation of wages - regular time and all types of overtime.
5. Work practice set for simulated job experience.
6. Complete extra time card problems with regular time and all types of overtime.

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

Andrews, Margaret E. Gregg Training Job Program Series: Payroll Clerk. McGraw-Hill Book Company, 1973. training manual $3.36; resource materials $4.44

Archer, Fred C., Brecker, Raymond, Stuart, Jeffrey. General Office Procedures. McGraw-Hill Book Company, 1975. $8.46

Boynton, Lewis D., Seanson, Robert M., Ross, Kenton E., Hanson, Robert D. Century 21 Accounting. South-Western Publishing Co., 1977. $12.28

Fairbank, Roswell E., Schultheis, Robert A., Piper, Edwin B. Mathematics for the Consumer. South-Western Publishing Co., 1975. $6.40

Fuller, Robert W. et al. Clerical Payroll Procedures. South-Western Publishing Co., 1974. $2.80

Huffman, Harry and Stewart, Jeffrey. General Recordkeeping. McGraw-Hill Book Company, 1976. $9.57

Martinka, Marie. Vocational Mathematics for Business. South-Western Publishing Co., 1978. $3.80

Rosenberg. Projects in Clerical Record Keeping. "Glen Department Store" (Payroll Records), South-Western Publishing Co., 1977. project $1.86; text-workbook $5.43

Rosenberg, R. Robert and Sexton, Joseph. Business Math on the Job: A Practice Set. McGraw-Hill Book Company, 1969. $5.12

Saake, T. Business & Consumer Mathematics. Addison - Wesley Publishing Co., Inc., 1977. $11.76

Tuttle, Michael D. Practical Business Math. William C. Brown Co., Pubs., 1978. $11.95

Williams, Walter & Reed, James. Fundamentals of Business Mathematics. William C. Brown Co., Pubs., 1977. $13.95

LESSON PLAN # 2

UNIT PAYROLL

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Transparencies - Payroll earnings record (teacher made - used first day)
2. Overhead projector
3. Handout - Payroll Earnings Record (blank - teacher made)
4. Chalkboard

INSTRUCTIONAL OBJECTIVES:

1. To recognize and identify correct computations on time cards completed as homework.
2. To recall and analyze the payroll earnings record.
3. To complete payroll earnings record handout from five completed time cards.
4. To preview total concept of deductions.
5. To recall and list voluntary deductions.

LEARNER ACTIVITIES:

1. Explain and discuss computations on time cards completed as homework.
2. Observe transparencies on payroll earnings record while analyzing and discussing this record.
3. Complete payroll earnings record handout from five completed time cards.
4. Listen to presentation on total concept of deductions.
5. Identify and describe those things not required by law - voluntary deductions.

TEACHER ACTIVITIES:

1. Listen, observe, and discuss computations on time cards completed as homework.
2. Review and discuss the payroll earnings record with the aid of the transparency and the flow chart handout (used on day one).
3. Observe and assist students in completion of payroll earnings record handout.
4. Explain the total concept of deductions (include gross and net pay).
5. List on chalkboard those things discussed and considered to be voluntary deductions.

ASSIGNMENT(S):

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Prepare additional payroll earnings records.
2. Write descriptive paragraphs on procedures that an employer goes through to compute wages.
3. Contact several businesses to determine what kinds of voluntary deductions their employees use.
4. Research the payroll savings plan and debate whether it is a good business practice with today's inflation rates.
5. Work practice set after general introduction.
6. Complete extra problems to reinforce learning on time cards with overtime pay.

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

Balsley, Irol W. and Robison, Jerry W. Intergrated Secretarial Studies. South-Western Publishing Co., 1977. $6.56

Boynton, Lewis D., Seanson, Robert M., Ross, Kenton E., and Hanson, Robert D. Century 21 Accounting. South-Western Publishing Co., 1977. $12.28

Fairbank, Roswell E., Schultheis, Robert A., and Piper, Edwin B. Applied Business Mathematics. South-Western Publishing Co., 1975. $7.96

Fuller, Robert W. et al. Clerical Payroll Procedures. South-Western Publishing Co., 1979. $3.92

Guthrie, Mearl. Business Mathematics for the Consumer. Fearon - Pitman Publishers, Inc., 1975. $6.40

Huffman, Harry. Mathematics for Business Occupations. McGraw-Hill Book Company, 1968. $11.28

Huffman, Harry and Stewart, Jeffrey. General Recordkeeping. McGraw-Hill Book Company, 1976. $11.76

Lange, Mason, Rousos. Business Mathematics. Houghton Mifflin Company, 1980. problems and simulations $3.00; text $8.40

Nanassy, Louis. Standard Payroll Project. Fearon - Pitman Publishers, Inc., 1978. set $2.76; key $1.72

Rosenberg, R. Robert and Alvey, C. George. Business Math/30. McGraw-Hill Book Company, 1976. $5.60

Saake, T. Business & Consumer Mathematics. Addison - Wesley Publishing Co., Inc., 1977. $11.76

Williams, Walter E. and Reed, James H. Fundamentals of Business Math. William C. Brown Co., Pubs., 1977. workbook $5.95

LESSON PLAN # 3

UNIT PAYROLL

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Transparency - W-2 and W-4 forms (teacher made)
2. Handouts - Excerps from the following:
   A. Federal Income Tax Withholding Table
   B. Social Security Tax Table
3. Chalkboard

INSTRUCTIONAL OBJECTIVES:

1. To preview required deductions.
2. To analyze purpose of the W-2 and W-4 forms for the individual and the employer.
3. To identify functional use and application of federal income tax withholding table.
4. To recall FICA tax, its purpose, who pays, and how it is paid.
5. To identify functional use and application of social security table.

LEARNER ACTIVITIES:

1. Listen to presentation on required deductions.
2. View transparency and listen to presentation on purpose of W-2 and W-4 forms.
3. Listen to explanation of functional use of federal income tax withholding table.
4. Discuss FICA tax, its purpose, who pays, and how it is paid.
5. Listen to explanation of functional use of social security tax table and demonstrate understanding by completing problems.

TEACHER ACTIVITIES:

1. List on chalkboard and give presentation on required deductions.
2. Show transparency of W-2 and W-4 forms; explain the total purpose of each for the individual and the employer.
3. Distribute handout A, explain federal income tax withholding table, and give problems/drills to reinforce. (Suggest use of original five time cards for problems - give additional facts - this will establish consistent flow.)
4. Lead discussion on FICA tax, its purpose, who pays, and how it is paid.
5. Distribute handout B, explain functional use of social security tax table, and give problems to reinforce. (Continue use of five time cards for problems.)

ASSIGNMENT(S):

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Work through a payroll project, could be a payroll practice set, which covers the entire phase of payroll procedures (make this activity as near actual office situation as possible).
2. Prepare a calendar of payroll responsibilities.
3. Fill out sample W-2 forms.
4. Fill out sample W-4 forms.
5. Research and report on deduction methods that will be used in the future.
6. Visit a bank and report on the services it offers through payroll deductions.
7. Listen to a guest speaker from an accounting firm or an Internal Revenue representative explain tax deductions.
8. Visit the local Social Security office and listen to a presentation of the services.

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

A file folder of basic information for references is available from the Social Security Administration, U. S. Department of Health, Education, and Welfare, Bureau of Old Age and Survivors' Insurance. This includes wall charts describing graphically how the program works and the forms and steps taken in making use of one's social security contribution.

Booklets are available in quantity from your local Social Security office.

Ernest, John. Basic Business Mathematics. Glencoe Publishing Co., 1977. $11.96

Feldman, Harold and Hindle, John H. Mathematics of Business Affairs. Programs for Achievement in Reading Inc. $8.95

Fuller, Robert W. Clerical Payroll Procedures. South-Western Publishing Co., 1974. $2.80

Huffman, Harry. Math for Business Careers. McGraw-Hill Book Company, 1975. $11.28

Locke, F. M. Business Mathematics. Wiley Self Teaching Guide Series, Wiley and Sons, Inc., 1972. $5.95

Nanassy, Louis. Standard Payroll Project. Fearon - Pitman Publishers, Inc., 1978. set $2.76; key $1.72

Rosenberg, R. Robert and Alvey, C. George. Business Math/30. McGraw-Hill Book Comapny, 1976. $5.16

Swanson, Robert M., Boynton, Lewis D., Ross, Kenton E., Hanson, Robert D. Village Garden Center Pegboard Payroll System. South-Western Publishing Co., 1977. $6.92

Tuttle, Michael. Practical Business Math. William C. Brown, 1978. $11.95

U. S. Treasury Department, Circular E. Publication 15.

LESSON PLAN # 4

UNIT PAYROLL

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Transparencies - Payroll register, Employee's earnings record, Payroll check and voucher (teacher made)
2. Handout - Excerpt of state income tax withholding table and Employee's earnings record
3. Overhead projector

INSTRUCTIONAL OBJECTIVES:

1. To recall the purpose of state income tax.
2. To identify functional use and application of state income tax withholding table.
3. To preview payroll register function.
4. To discuss and record entries in payroll register.
5. To recognize and discuss purpose of the employee's earnings record.
6. To preview the payroll check and recall purpose of all entries on the voucher statement.

LEARNER ACTIVITIES:

1. Discuss the purpose of state income tax.
2. Listen to explanation of functional use of state income tax withholding table and demonstrate understanding by completing problems.
3. Listen to and observe the payroll register presentation.
4. Discuss and record entries in payroll register.
5. Observe transparency of an employee's earnings record and discuss earnings, deductions, net pay, and accumulated running total of earnings for one employee.
6. Observe the transparency of payroll check and attached voucher statement and discuss the purpose of all entries on that statement.

TEACHER ACTIVITIES:

1. Lead discussion on the purpose of state income tax.
2. Distribute handout of state income tax withholding table, illustrate use of table, and give problems to reinforce (continue use of five time cards for problems).
3. Show transparency of payroll register while explaining its total function and its component parts.
4. Distribute handout and discuss the entries to be made in payroll register while observing recording of the entries. (Consistency can be established by continued use of five original time cards with additional facts developed.)
5. Show transparency of one employee's earnings record and discuss purpose of this record through its components.
6. Show transparency of payroll check and attached voucher statement and lead discussion for review of the purpose of all entries.

ASSIGNMENT(S):

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Complete extra problems to reinforce learning of the payroll register.
2. Research and discuss time and money savers for payroll functions, such as direct deposit of a payroll check to the employee's personal checking or saving account.
3. Discuss payroll done "in house" by a business vs. payroll done off premises by a specialist firm (maybe an accountant).
4. Fill out voucher checks on forms.
5. Prepare displays of forms required by the government.
6. Complete payroll project for individual study.

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

Archer, Fred C., Brecker, Raymond, Stuart, Jeffrey. General Office Procedures. McGraw-Hill Book Company, 1975. $8.46

Bush, Grace and Young, John. Mathematics for Business. Science Research Associates, Inc. $7.16

Hadley, Charles and Thistlethwaite, Robert. Payroll Recordkeeping. McGraw-Hill Book Company, 1965. $6.25

Huffman, Harry et al. Mathematics for Business Occupations. McGraw-Hill Book Company, 1968. $11.28

Kravitz, Wallace W. Developing Bookkeeping Skills. AMSCO School Publishing Inc., 1978. $6.67

Nanassy, Louis. Standard Payroll Project. Fearon - Pitman Publishers, Inc., 1978. $2.56

Practical Problems in Mathematics for Office Workers. Delmar Publishers, 1977. $5.20

Rosenberg, R. Robert. Business Mathematics. McGraw-Hill Book Company, 1970. $6.48

Tuttle, Michael D. Practical Business Math. William C. Brown Co., Pubs., 1978. $11.95

Your Federal Income Tax. Publication No. 17 obtained from the State Director of Internal Revenue.

Wigge, Barton and Wood, Merle. Payroll Systems and Procedures. McGraw-Hill Book Company, 1969. $3.68

LESSON PLAN # 5

UNIT PAYROLL

COURSE OFFICE PROCEDURES

AIDS/SUPPLIES NEEDED:

1. Handouts - Employer's Quarterly Federal Tax Return and Employer's State Tax Return

INSTRUCTIONAL OBJECTIVES:

1. To preview payroll tax reports that employers are required to file and pay by both federal and state laws.
2. To recall the function of the Employer's Quarterly Federal Tax Return.
3. To recall the function of Employer's State Tax Return.

LEARNER ACTIVITIES:

1. Listen to presentation on payroll tax reports that employers are required to file and pay by both the federal and state tax laws.
2. Describe and illustrate by completing the Employer's Quarterly Federal Tax Return for the five time card employees.
3. Describe and illustrate by completing the Employer's State Tax Return for the five time card employees.

TEACHER ACTIVITIES:

1. Give presentation on payroll tax reports that employers are required to file and pay by both federal and state laws.
2. Discuss and assist in the completion of the Employer's Quarterly Federal Tax Return for the five time card employees.
3. Discuss and assist in the completion of the Employer's State Tax Return for the five time card employees.

ASSIGNMENT(S):

ADDITIONAL (OPTIONAL) LEARNER ACTIVITIES:

1. Field trip to a business using electronic processing in computing payrolls.
2. Prepare display of forms required by the government.
3. Fill out sample Federal Income Tax forms.
4. Locate different income tax services and compare costs to prepare tax returns.
5. Listen to a local CPA or IRS guest speaker.
6. Complete practice set on payroll for review and competency.

REFERENCES AND SOURCES OF RELATED INSTRUCTIONAL MATERIALS:

Andrews, Margaret E. Gregg Training Job Program Series: Payroll Clerk. Gregg Publishing Co., 1973. training manual $3.36; resource material $4.44

Boynton, Lewis D., Seanson, Robert M., Ross, Kenton E., and Hanson, Robert D. Century 21 Accounting. South-Western Publishing Co., 1977. $12.28

Doyle, D. M. Efficient Accounting and Record Keeping. Wiley and Sons, Inc. 1978. $3.72

Fairbank, Roswell E., Schultheis, Robert A. and Piper, Edwin B. Applied Business Mathematics. South-Western Publishing Co., 1975. $7.96

Fuller, Robert W. Clerical Payroll Procedures. South-Western Publishing Co., 1974. $2.80

Huffman, Harry. et al. Math for Business Careers. McGraw-Hill Book Company, 1975. $11.28

Huffman, Harry and Stewart, Jeffrey. General Recordkeeping. McGraw-Hill Book Company, 1976. $11.76

Kravitz, Wallace W. Modern Business Mathematics. AMSCO School Publishing, Inc., 1973. $3.67

Nanassy, Louis. Standard Payroll Project. Fearon - Pitman Publishers, Inc., 1978. set $2.76; key $1.72

Olson, Milton C. and McNelly A. E. Business and Consumer Arithmetic. Prentice-Hall, Inc., 1974. $10.47

Rosenberg. Projects in Clerical Record Keeping. "Glen Department Store" (Payroll Records), South-Western Publishing Co., 1977. project $1.86; text-workbook $5.43

Sheff, A. L. Bookkeeping Made Easy. Harper and Row Publishers, Inc., 1976. $2.95

Wigge, Barton and Wood, Merle. Payroll Systems and Procedures. McGraw-Hill Book Company, 1969. $3.68

BUSINESS EDUCATION
MINIMUM EQUIPMENT REQUIREMENTS
REVISED - AUGUST 1979

Intensive Office Laboratory

Electric typewriters - one for each student
Electronic printing calculators with memory - one for every three students (Ten-key adding machines and older model calculators may be substituted for one-half this number to be replaced as soon as possible.)
Transcription machines - one for every five students (one of which must be a combination dictation-transcription unit)
Duplicators:
Mimeograph (located in the Business Education Department)
Spirit (available for student training)
Photocopier " " " "
Cassette players - one for every ten students, one of which must be a recorder
L-shaped desks, secretarial chairs - one for each student
Overhead projector - one
File cabinets - minimum of two four-drawer cabinets
Full-length mirror - one

Cooperative Office Education (COE)

All of the above listed equipment plus
Telephone for Coordinator's office

Although not listed as requirements, the following are highly desirable and recommended for purchase.

Business telephone trainer or other telephone equipment for student training
Memory typewriter and/or magnetic card or tape typewriter
Programmable calculator
Typing elements
Postage scales
Collator
Check protector
Data processing equipment
Offset duplicator
Binding machine
Composer
Paper punch
Electronic stencil maker

ROTATION PLANS

The purpose of rotation plans in office procedures classes is to provide students with learning skills which can be best included on an individual basis. Consequently, use of office machines is the most important aspect of a rotation plan. This means that limited machines can be available as all students need not work on the same machines at the same time. In addition, certain topics such as filing seem to fit better on an individual basis, especially when actual application takes place. This means that both office machines and other types of learning experiences may be included in a rotation plan for office procedures classes.

Inclusion of office machines and other types of learning activities should be based on the needs of the students. This means that the teacher should be aware of the usage that students will make of their experiences in office procedures classes in order to enhance the learning value of the rotation plan. The first place to start is with the minimum list of office machines provided by the State Department of Education each year. It should be kept in mind that the list represents minimums and in most cases extra office machines may be needed, especially if the number of students is large. Additionally, different types of equipment may be needed than that on the list to insure that students are provided with all necessary experiences in becoming ready for initial employment.

There are two major types of rotation plans; namely, group and individualized. The first type of plan was prepared by teachers involved in the office procedures project which resulted in the publication of this instructional manual. It is a group plan which mainly allocates office machines and options (individualized units of instruction) on a basis which is the same for all students. The second type of plan was developed by Dr. Amanda Copeland and is more individualized with varied time based on the job goals of the students. Both types of plans have been found to be highly successful.

BUILDING THE GROUP ROTATION PLAN

By reading the following instructions and studying the figures, the group rotation plan will take form and can be easily administered:

1. Determine which office machines are to be utlized. (Examples are electronic calculator, transcription machine, and duplication machines. Others can be easily added.)

2. Determine which individualized options are desired. Variations exist by school, equipment available, and time allocated to each office machine. (Examples of individualized options would be filing, receptionist, data processing, money management, etc. In each case, a practice set or position simulation would be highly desirable.)

3. Allocate the amount of time for each office machine to students. (An equal amount of time should be given to a particular machine for each student; however, the length of time may vary from one type of machine to another.)

4. Allocate the amount of time for each individualized option to students. (The individualized options are usually equal in length with frequently 1-10 hour or 1-20 hour options.)

5. Place the first type of office machines in descending order for the number of weeks required. See Figure 1. In this plan, it was determined that the electronic calculator should take four weeks for completion. Note also that a week has been allocated at the beginning and end of the semester to allow for orientation, lesson plans (group instruction), which might run overtime, and days when the class may not meet because of certain types of school interruptions.

6. List the second type of office machine in descending order for the number of weeks required. See Figure 2. It may be necessary to refer to Figure 1 to avoid any problems with a week overlapping. Adjustments may be necessary when machines are not available for desirable lengths of time. Mini-rotation plans, which are discussed under optional activities, could be utilized when this problem occurs.

7. Continue in the same manner. See Figure 3. Note that an equal block of time is allocated for each type of office machine. However, each type of office machine may require varied equal blocks of time. Individualized options can be placed in the blocks of time not allocated for machines.

8. Continue in the same manner. See Figure 4. In this plan, it was determined that filing was to be made a requirement; however, other options can be used. These options are discussed in Step 4.

These steps complete the process of preparing the group rotation plan.

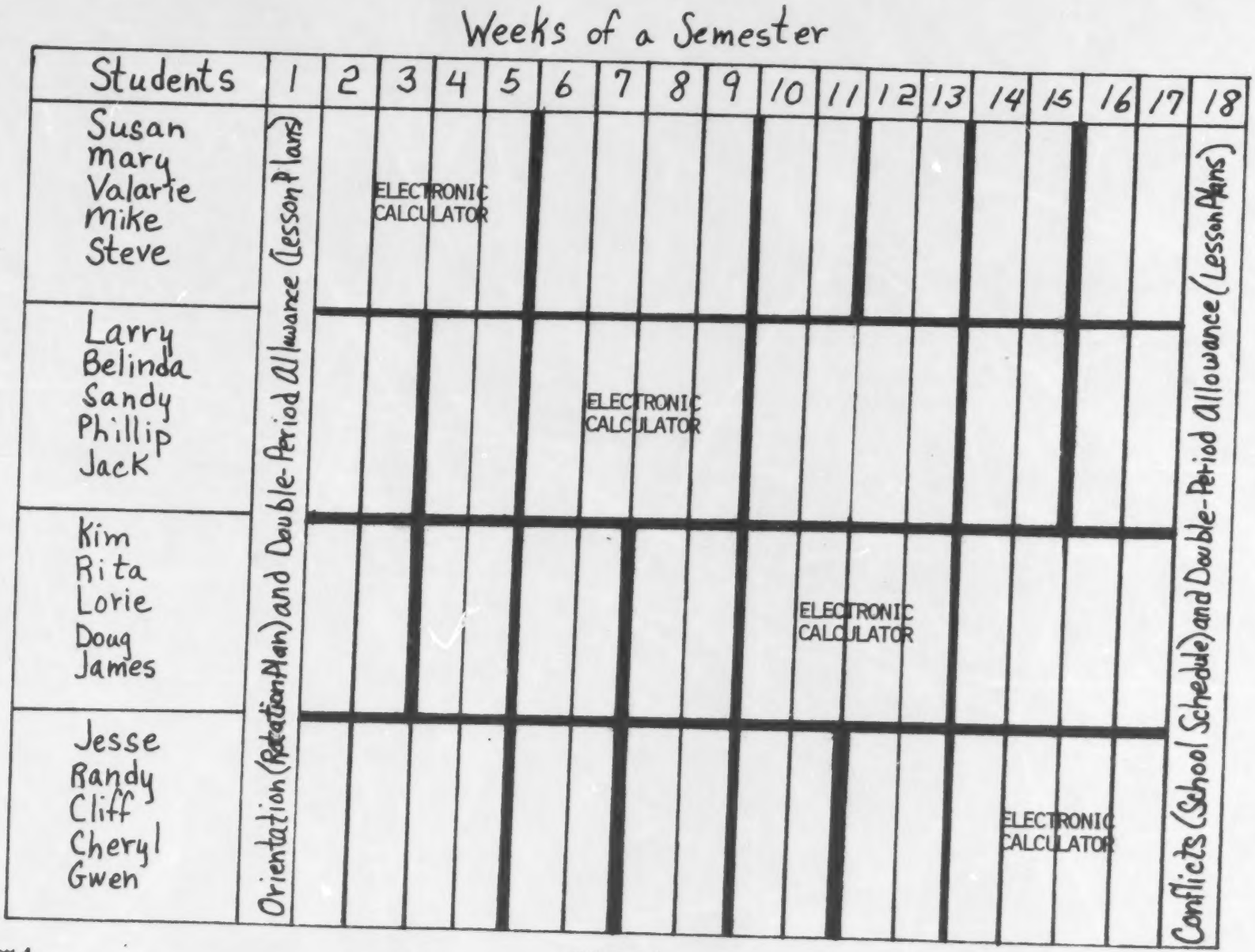

Weeks of a Semester
Students
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
Susan
mary
Valarie
Mike
Steve
Larry
Belinda
Sandy
Phillip
Jack
Kim
Rita
Lorie
Doug
James
Jesse
Randy
Cliff
Cheryl
Gwen
ELECTRONIC CALCULATOR
ELECTRONIC CALCULATOR
ELECTRONIC CALCULATOR
ELECTRONIC CALCULATOR
Orientation (Rotation Plan) and Double-Period Allowance (Lesson Plans)
Conflicts (School Schedule) and Double-Period Allowance (Lesson Plans)

Figure 1

ORG6-80

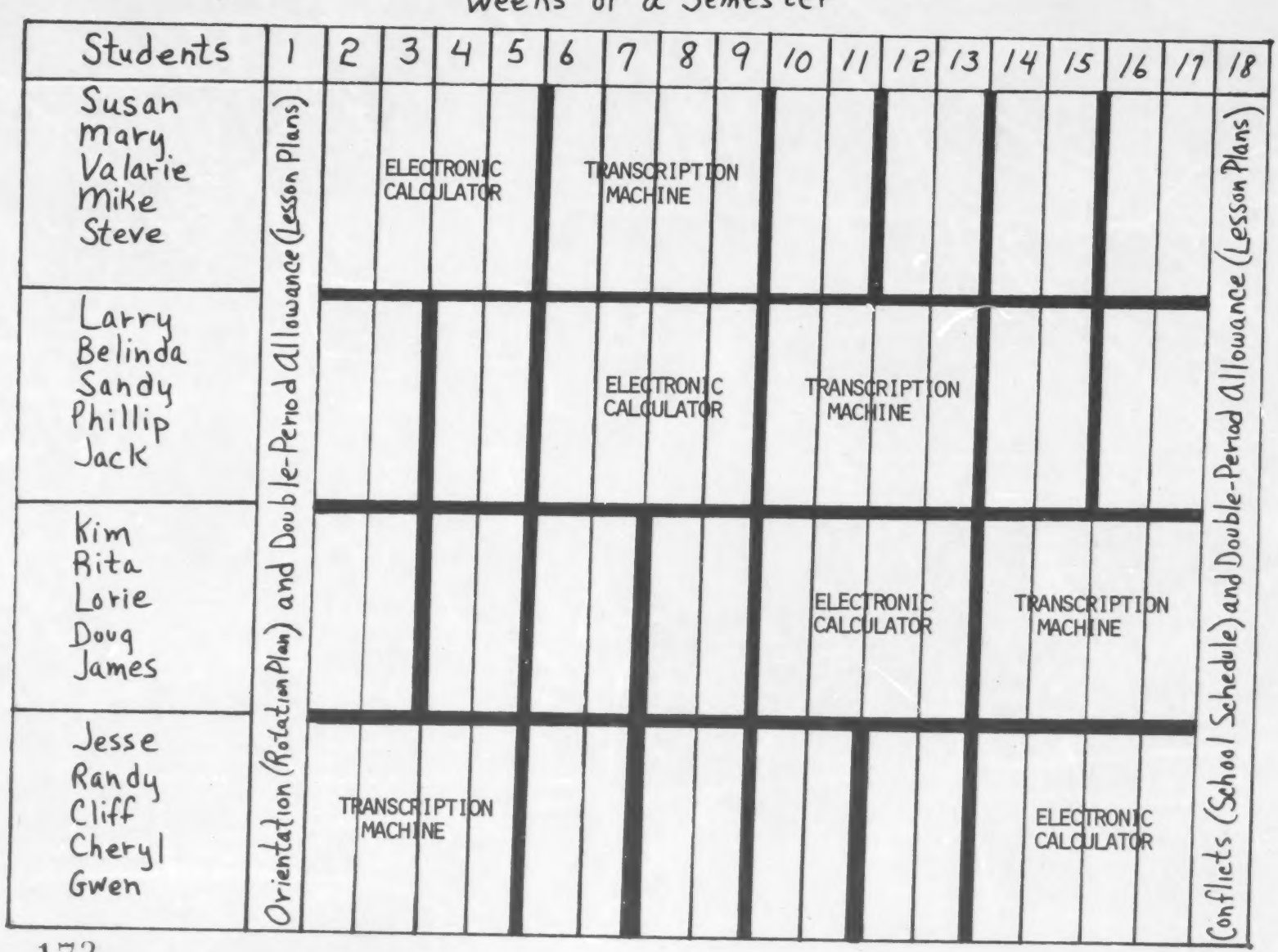
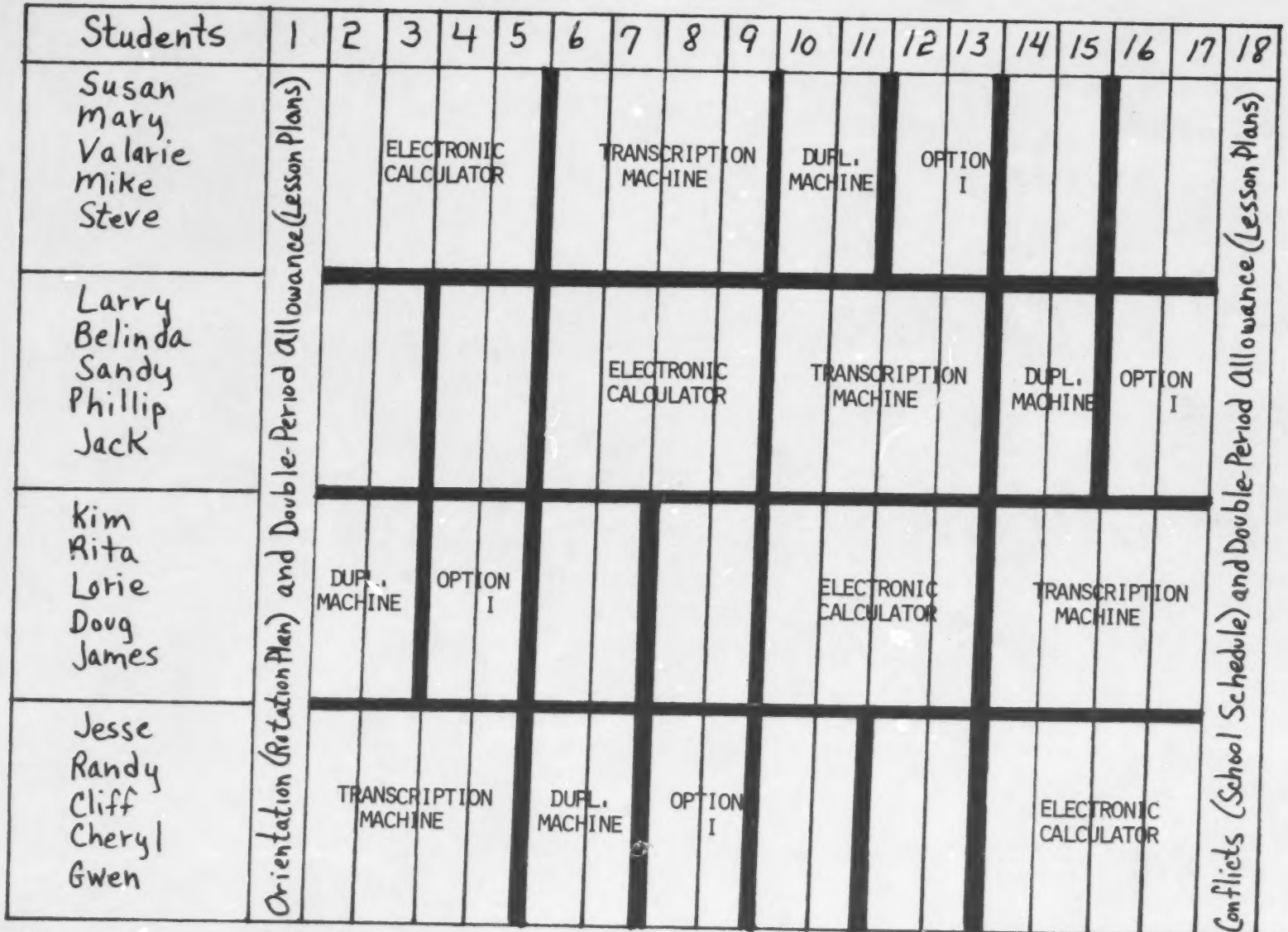


Figure 2

ORG6-80

Weeks of a Semester



175

176

Figure 3

183

ORG6-80

Weeks of a Semester

Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Susan, Mary, Valarie, Mike, Steve	Orientation (Rotation Plan) and Double-Period Allowance (Lesson Plans)	ELECTRONIC CALCULATOR				TRANSCRIPTION MACHINE				DUPL. MACHINE		OPTION I		FILING		OPTION II		Conflicts (School Schedule) and Double-Period Allowance (Lesson Plans)
Larry, Belinda, Sandy, Phillip, Jack		FILING		OPTION II		ELECTRONIC CALCULATOR				TRANSCRIPTION MACHINE				DUPL. MACHINE		OPTION I		
Kim, Rita, Lorie, Doug, James		DUPL. MACHINE		OPTION I		FILING		OPTION II		ELECTRONIC CALCULATOR				TRANSCRIPTION MACHINE				
Jesse, Randy, Cliff, Cheryl, Gwen		TRANSCRIPTION MACHINE				DUPL. MACHINE		OPTION I		FILING		OPTION II		ELECTRONIC CALCULATOR				

1. Five electronic printing calculators with memory. (At least one with display.)
2. Five transcription machines. (At least one memory typewriter with text-editor display.)
3. Duplicators (One stencil duplicator and one photocopier) and Option I.
4. Filing and Option II.

BUILDING THE INDIVIDUALIZED ROTATION PLAN

Source: By permission of Dr. Amanda Copeland, Associate Professor, Division of Business Education and Office Administration, Arkansas State University

Figure 1 is a worksheet showing the amount of time (weeks, in this case) students were allotted on the various machines (or other individualized units) to prepare for their chosen job objective. The name of the student and the job objective are also given so you can better see how and why specific units were assigned. Note the group units are not shown on the worksheet. You will probably consider that Step 6 starts the actual work on this worksheet; however, the first 5 steps are related; primarily, they are prerequisites.

Figure 2 is an actual rotation plan for the students and machines computed in the example used and the worksheet shown in Figure 1. You will want to study the plan given here as you do Steps 10 and 11.

By reading these instructions, looking over the worksheet and studying the rotation plan, each step and specific instruction should become perfectly clear.

The 11 Steps

1. Determine the time available (weeks, classes, hours). Most secondary schools are set up on a 36-week basis. In such instances, it is probably best to set your rotation plan for 34 weeks. This gives the first week for orientation and special instructions and the last for the various end-of-year tests and activities.

2. Determine the job objective for each individual student. This is needed to better help you determine No. 3.

3. Determine the various units, machines or other trainings and the amount of time needed on any and/or all units by each individual student to meet his/her selected job objective which you propose to provide in this class. While other courses taken by students are considered in determining the needs of training, this instruction says, "select those units you intend to have the student take in <u>this</u> class." These units should vary from student to student, according to individual needs and desires.

4. Determine which units will be presented to the class (A) as a group and (B) as individual units. Some units such as using the telephone, good grooming and personality development can be taught much better when taught to the class as a group. Other units such as machines, duplicating and even textbook units can be taught just as well by the individualized or program-style method.

   In the example used here (Figure 2) job application and interview, grooming, telephone techniques, letter writing and simulation were to be taught to the class as a group. All other units were to be completed as individualized units.

5. Determine the total time (number of weeks, classes, hours) required to complete all of the group-presented units; subtract this number from the total time available (weeks, classes, hours) for this class (computed in No. 1). In this example, two weeks were allotted to job application and interview, one week to grooming, one week to telephone techniques, two weeks to letter writing and six weeks to simulation for a total of 12 weeks to be devoted to group work. This left 22 weeks available for students to complete individually assigned units and/or machines (34 minus 12).

6. Determine the time (weeks, hours, classes) needed by each student to complete each individual unit or machine which he/she is to complete (determined in No. 3). Total these weeks, classes or hours and make certain this number equals exactly the number of weeks, classes or hours left available after subtracting those needed for group instruction (this total must equal your No. 5 remainder).

7. Complete similar computations for each student in the class. Make certain the total time (weeks, classes, hours) of assignments for each student equals the time (weeks, classes, hours) available (the remainder found in No. 5).

8. Total the number of students hours assigned to each machine. This number can then be used to determine the availability of sufficient machines for the needed instruction.

   Example: (1) If only one keypunch machine is available, no more than 22 total student hours (or other designated time) can be assigned to this machine since only that many hours are available for individual unit or machine work (number of hours available less number designated for group work equals total number available per machine); (2) If three transcribing machines are available, a maximum of 66 hours (or other designated time) may be assigned to this unit (number of this machine - three in this case - times number of hours designated for individual unit or machine work - in this case, 22 - equals total number of hours for using these machines).

   You will notice on the completed worksheet (Figure 1), the totals have been computed for machines (electronic calculator, ten-key, full-key and so on). Totals have not been computed for units which do not require a machine (such as the receptionist and math units) since there is no need to be concerned about the number of students being more than the number of machines available.

9. Complete similar computations for each machine. Be certain the student time assigned to machines does not exceed the availability of any equipment. Make any needed adjustments. Be certain you recheck both totals (No. 6 and No. 8) every time any figure is changed.

10. When these assignments and computations have been completed, recheck all figures for accuracy, then position assignments on a poster or chart (the rotation plan). The following suggestions will be helpful in determining placement:

    a. First, position the group units to the desired weeks.

        Example: In the rotation given here, the job application and interview was scheduled for the first two weeks because these were cooperative students getting ready to apply for and work at a work station; they needed this unit as quickly as possible.

    b. Second, position any units or assignments needed at specific or special times to the desired weeks (or times).

        Example: The bulletin board units have been assigned to times appropriate for getting a new bulletin board put up for each of the holidays (a Halloween bulletin board around the last of September or first of October, a Thanksgiving bulletin board to go up right after Halloween). You may wish to assign every student to a bulletin board project. When this is done, allow students to work in groups of two or three. More than three in a group will usually create fun-time more than work-time situations on units like the bulletin board. (Students are usually given responsibility for "creating" also - they must "create" or locate the bulletin board idea used.)

    c. Third, position the individual units assigned for each student as needed for maximum benefit to students.

        Example: Lyn was scheduled for three weeks (weeks 3, 4 and 5) on the transcribing machine so she could learn machine transcription early in the school year. She was placed on this machine again the last three weeks of individualized work so she would get a good review or capstone study on this unit immediately prior to graduation and entry into the world of work.

        Sue was placed on the sales unit the 28th week so she would receive training in this area immediately prior to her entry into the work world because this training was oriented specifically toward her career objective. This unit would be more relevant and beneficial to her at this time than any other.

        Len was placed in business English the 7th and 8th weeks, after working on the duplicating unit and receptionist unit. (He would be answering the phone, composing letters and performing similar duties during his work on the receptionist unit). He should be more cognizant of his need for better communications skills at this time. This was also done so he had this unit before going on the offset and mag card units. Thus, Len could better determine his progress in English and other communications skills related to his chosen career in general office work.

11. Assign a color code to each of these various units and color them as you place them on your calendar (rotation plan). This makes the chart more attractive, but the primary purpose for coloring is to better insure that students have not been assigned to more machines than there are machines available during any one period of time.

Another Suggestion

If you pencil in (on the rotation plan) the date of each week - as it is begun - directly above the appropriate week (class or hour) number, you will find it much easier to know which student(s) is(are) assigned to which unit at any given time. Dating the weeks eliminates many questions and places the responsibility for checking and completing appropriate work on the students. This also allows easier correction and adjustments in the event school is dismissed for an extended period due to such things as bad weather or sickness.

WORKSHEET FOR COMPUTING INDIVIDUALIZED UNITS

Student	Job Objective	Elect. Calc.	10-Key	Full-Key	Offset	Spirit Dup.	Mimeo	Copy Mach.	Transc. Mach.	Dict. Mach.	Exec. Type.	Stat. Typ.	Key Punch	Sorter	D.P. Pract. Set	PBX	Filing	Receptionist	Math	Bus. Eng.	Accounting	Bul. Board	Salesmanship	Management	Finance	Mag. Card	Civil Serv.			Total
Max	Accountant	2	1	1		1		1	1	2		2	1		2		1		2		3			1	1					22
Sam	Accountant	3	1	1		1		1	1	2		2	1		2		1		2		3				1					22
Lyn	Secretary	2			1	1		1	5	1	2	2	2						2	2	1									22
Lea	Secretary	2	1			1	1	1	4	1	1	2			2				1	1	2	1				1				22
Gay	Gen. Office	2			1	1		1	2		1	1	2	1	3	1	3	1	1	1										22
Don	Gen. Office	2	2		1	1	1	1				2	1	1			1		2	2		1	2			2					22
Len	Gen. Office	1	1	1	1	1	1	1			1	2	1	1		1	2	1	1	2		1				1	1				22
Sue	Sup. & Adm.	2			1					1			1	1	2				2	2	2		1	2	2	1	2				22
Lon	Sup. & Adm.	2			1				1	1			1	1	1		1	1	1	2	2	1	1	2	1	1	1				22
Ted	Data Proc.	1	1	1				1	1	1				2	2	2			2	2	2	1				1	2				22
Jed	Data Proc.	1	1	2		1	1	1				2	3	1	3		2		2	1	1										22
Lou	Data Proc.	2			1			1			1	1	2	1	2				2	1	2	1	1	1	1	1	1				22
TOTALS		22	8	6				10	15	10	6	17	14	10											8					

Figure 1

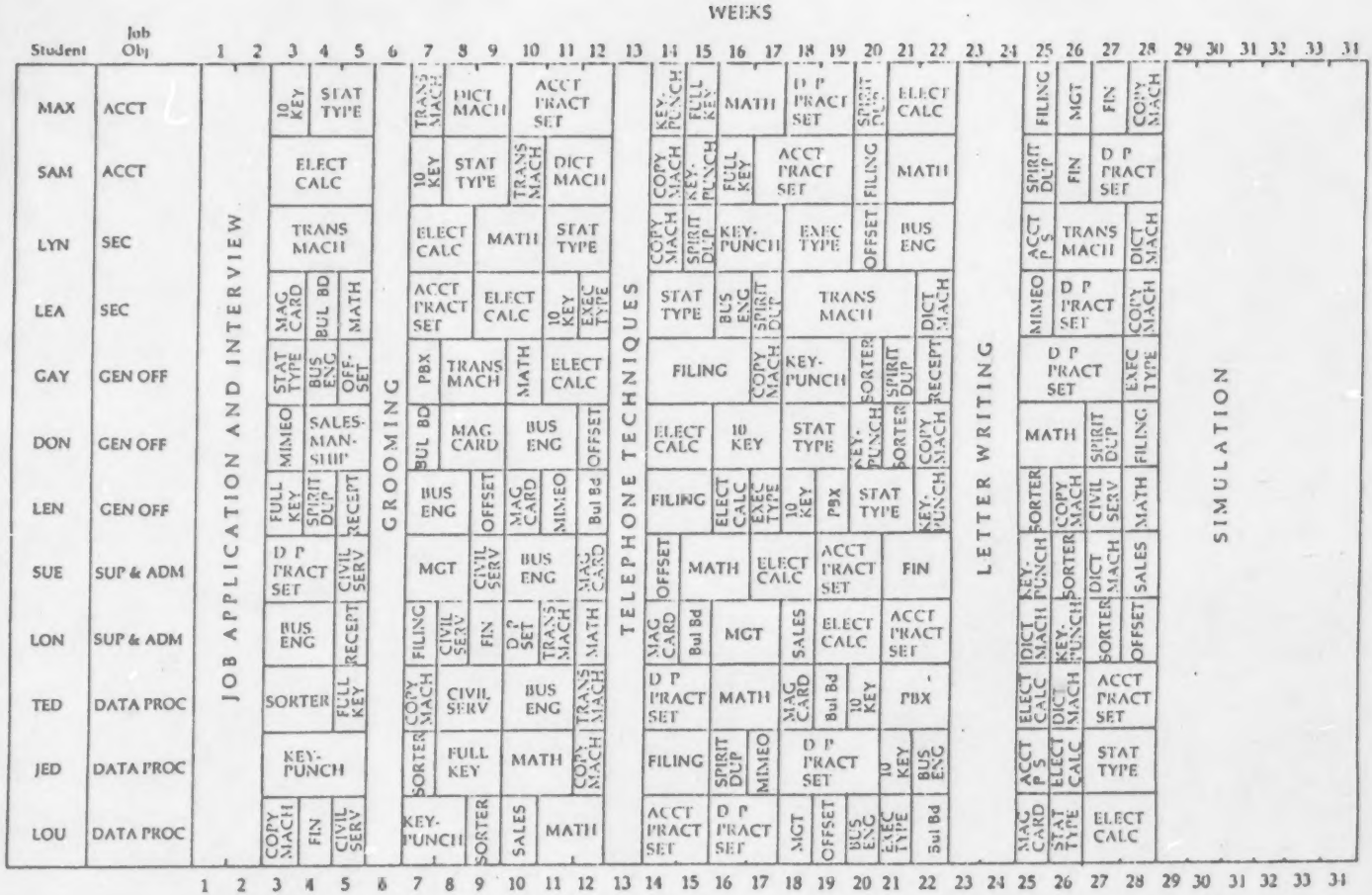

WEEKS
Student
Job Obj
MAX ACCT
SAM ACCT
LYN SEC
LEA SEC
GAY GEN OFF
DON GEN OFF
LEN GEN OFF
SUE SUP & ADM
LON SUP & ADM
TED DATA PROC
JED DATA PROC
LOU DATA PROC
JOB APPLICATION AND INTERVIEW
GROOMING
TELEPHONE TECHNIQUES
LETTER WRITING
SIMULATION
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34

Figure 2

WHERE ARE WE?

The previous section of this curriculum guide has described activities mainly for use during the first semester of a school year in office procedures.

During the first semester and first period of each day, time should be devoted to teaching from the lesson plans in group sessions in an intensive office laboratory class. The lesson plans are structured with specific objectives and various activities (student/teacher). Most of the lesson plans cover five-day sequences. However, some are longer while others are shorter. The lesson plans involving the developmental skills, especially spelling, would probably need to be extended through the semester and possibly the full year. The exceptions might be when office simulation (flow-of-work) is being included and some optional activities during the second semester.

During the first semester and second period of each day, time should be devoted to teaching from the group rotation plan utilizing at least the minimum equipment recommended by the State Department of Education. However, the individualized plan with modifications for one semester, would also be appropriate.

The cooperative office education related class could utilize selected activities from both the lesson plans and rotation plans. The individualized rotation plan is especially appropriate, as it incorporates a variety of activities based on the individual needs of students in both group and individual learning modes.

NOW FOR THE NEXT SECTION . . .

Usually the best time for office simulation (flow-of-work) which requires both back-to-back periods in the intensive office laboratory class is directly after the first semester. This type of simulation is also appropriate for cooperative office education at this time. However, the time for cooperative office education is not as crucial. The crucial part for both types of office procedures classes is that flow-of-work office simulation is a must!

Because of the unique nature of flow-of-work office simulation, it is very difficult to fully explain pre-simulation, enrichment, and other related types of activities on paper. Instruction in these areas is best attained in inservice training programs. However, business teachers should be aware of some of the more popular simulations which are available. Some of these are described in the next section. It is not a comprehensive list, but rather a selective list. This is also the case of the optional activities which are described to follow the flow-of-work office simulation during the latter part of the year. Only limited selected, optional activities, position simulations, etc., have been included because of space limitations. The rather comprehensive selected Resources Directory should lead to additional materials which might better meet your students' needs.

Finally, a student profile sheet is provided in this section. The student profile sheet is research based to assist in smoother articulation between and

among classes in the secondary schools and for students who enter post-secondary schools or go directly to work upon graduation from high school. The profile sheets may be duplicated and used for each student in office procedures classes. Directions for their use is located on each profile sheet. Because the sheets could be duplicated, the page is not numbered in this curriculum guide. Additionally, a blank lesson plan form is included (page not numbered) for duplication, if a teacher desires to prepare lesson plans using optional activities in meeting the objectives for group instruction.

SELECTED FLOW-OF-WORK OFFICE SIMULATIONS

HOUSTON HOUSE

Houston House is a wholesale merchandising business that also operates a small retail store called the Ride-M Cycle Shop. The business sells bicycles, cameras, camping equipment, luggage, stereo equipment, radios, tape recorders, etc. A service company, Business and Banking Services, acts as a clearing house for checks and as a recordkeeper for customers and suppliers of Houston House. Houston House is a comprehensive record-keeping program embracing the dual concepts of individualized job training and model office simulation.

An input book that contains completed forms such as incoming orders, bills, etc. is provided. These forms are fed into Houston House directly or via the Business and Banking Services to get the simulation started. Once in operation, additional input is generated by the Business and Banking Services' employees. All blank forms needed to run the simulation are included in the Houston House office supplies set. In addition, a central file for storage of blank forms needed on a day-to-day basis and for filing the business papers of Houston House is included with the office supplies set.

SOURCE - McGraw-Hill Book Company

INSURANCE SIMULATION

The Insurance Simulation provides participants with the realistic experience and opportunity to practice various business skills. The diversity of the simulation is based on the three-way relationship between the customer, the agent, and the company. This triad guarantees diverse challenges. The agencies and the home office (the company) open simultaneously. The home office has five positions: contact desk, policy operations, underwriting, accounting, and office manager. Each agent eventually moves through all the positions in the home office before returning to the agency.

The package for the Insurance Simulation includes forms, procedures, teacher's guide, and flow chart. To increase the understanding of the simulation, a colored slide presentation is available. This simulation is not intended to be an insurance class, but has as its purpose to define and integrate the office practice skills which all employers demand. The simulation materials are free.

SOURCE - SAFECO Insurance

SELECTED FLOW-OF-WORK OFFICE SIMULATIONS

LESTER HILL

The Lester Hill Office Simulation is a realistic business office simulation that accommodates 8 to 30 students. It runs for 45 to 90 hours. Students apply a wide range of clerical skills; acquire a broad range of occupational experiences by rotating through different office positions; undergo patterns of interaction with one another, just as office workers do on the job; observe the personal trait's and human relation's skills that are necessary for success in clerical occupations. During the simulation, the student works as a member of the office team--organizing work, setting priorities, and interacting with the other students during the performance of specific office jobs.

The simulation revolves around the operation of a branch office of the Lester Hill Corporation, a national distributor of hotel and motel supplies and equipment. Classes may operate as one large branch office or two or more smaller ones. Each branch office, regardless of size, is made up of five departments: general management, sales, warehouse, traffic, and accounting. In addition, there is Tallidata, the data processing company that handles all the paperwork of Lester Hill's customers and suppliers. All blank forms needed for the simulation are included in the office supplies set.

SOURCE - McGraw-Hill Book Company

PATRIOT COMPANY

Patriot Company is a wholesale office supply company that sells to stores throughout the United States. Three clearly defined departments, general office, sales, and accounting, constitute the company. The accounting department follows the principles set forth in first-year accounting. Representing the company's customers are "simulators."

Each student works in four to six different positions over the ten-week simulation. All forms needed for the simulation are provided in the manual, but the instructor must arrange to have copies duplicated. In addition to the large resource book, each student is supplied with an employee's manual.

SOURCE - Phyllis Smith

SELECTED FLOW-OF-WORK OFFICE SIMULATIONS

PROJECT IN/VEST

This simulation operates in two areas, agencies and home offices, to provide automobile insurance for prospective customers. The agencies function realistically in their public contact and office operation. They are a feeder of materials for the home company office which rotates the students through seven positions. Policies are written from applications supplied by the agencies, invoices rendered, payroll prepared, agency commissions processed, and supplies ordered.

This simulation is designed to operate effectively with 16 to 20 students and can be completed in 18 weeks. Local insurance agencies will be happy to provide assistance in obtaining forms. Because of the home office/agency relationship, a telephone system between the two is highly desirable. Students have an opportunity to utilize the various clerical and secretarial skills they have learned.

SOURCE - Noonan Publishing Company

SERENDIPITY

Serendipity is a manufacturing and distributing company of cosmetics. Students rotate through ten jobs and activities: receptionist, sales manager, sales clerk, office manager, accountant, accounting clerk, shipping clerk, secretary, simulator, and customer. Each student has an employee manual which gives detailed instructions and responsibilities. Students apply for their first position by filling out an application blank and W-4 form. Interviewing is optional.

The simulation lasts from 30-50 hours and attempts to familiarize students with standards and behavior expected on a job. It teaches organization, setting priorities, and handling daily interruptions and problems. From 6 to 27 students can participate. Basic forms and supplies are provided to carry on the basic simulation.

SOURCE - South-Western Publishing Co.

ENRICHMENT FOR SIMULATION

1. An annoying salesperson calls for the third time and the receptionist has been told not to let the person in under any circumstances. The salesperson is insistent that it is an emergency and that the salesperson must talk to the person immediately but refuses to tell the nature of the emergency.

2. A customer fails to pay an account after many statements have been sent and the account has to be turned over to the collection agency.

3. An employee is wasting too much time and must be counseled.

4. A check for $100 was credited to the wrong account.

5. A person comes in to the office to fill out an application for employment.

6. A customer was not given credit for a bill that had been paid.

7. A visitor demands to see the General Manager who is in conference and has asked not to be disturbed.

8. Employees are not dressing appropriately for the office. A staff meeting is called to discuss the matter.

9. The General Manager leaves the office early Friday afternoon without signing paychecks for the employees.

10. An employee is injured on the job and emergency action must be taken. A follow-up should be done on insurance forms and disability compensation.

11. An unsigned check is received from a customer.

12. Have a representative from Merle Norman, Avon, Mary Kay, or others present a talk on proper makeup for office workers.

13. A letter with highly confidential material was put in the wrong envelope and mailed to the wrong person.

14. A visitor comes to the office and asks for a guided tour of the entire office facility.

15. A customer faints in the office while waiting on the cashier.

16. A customer orders an item the company does not stock.

17. A check is lost in the mail from a customer for a bill.

18. The company is charged too much for supplies.

19. A misfiled item is needed immediately and you must find it.

20. A customer's check is returned by the bank for lack of funds.

SELECTED OPTIONAL ACTIVITIES

WORK EXPERIENCE

After the group instruction, rotation plan, and simulated office activity, the next step for students might be actual work experience. As part of the intensive office laboratory class, work experience has been highly successful within several schools in Arkansas. In some schools, students are assigned work stations throughout the community during the last few weeks of school. Students usually work without pay during the time allocated for the two-hour block.

Once the program is well established, employers will save work for the students at the time allocated for the work experience. In some cases, employers will try to provide the students with varied experience. Some students may complete a job description and be evaluated by employers.

This program can be highly successful if employers are fully aware of the purpose of the work experience. It is good practice to match the employee with the employer through prior contact (arranged by the teacher).

Work experience is a major capstone activity. This experience will be eagerly anticipated by students, teachers, and local business organizations.

MINI ROTATION

A mini-rotation plan is a condensed version of the regular rotation plan which is frequently incorporated in the instructional program during the first semester. Apparently a new concept, the purpose of a mini-rotation plan is to provide for one or both of the following:

(1) Reinforcement of previously developed skills in a relatively short period of time; and/or

(2) Opportunity for experience on certain machines or individualized options that were not incorporated during the regular rotation plan.

Either the group rotation plan or individualized rotation plan described earlier in this curriculum guide is especially adaptable for a mini-rotation plan. For example, one week of the regular plan might be converted to one or two days. Consequently, students who would normally spend four or five days on an office machine or individualized option would spend one or two days with that activity. Therefore, a student would be able to progress through the complete cycle of the regular rotation plan in a shorter period of time for a review or to develop office skills not previously encountered.

BUSINESS MACHINES

RPM UNLIMITED:
A BUSINESS MACHINE PRACTICE SET

Varied job assignments give students practice in the use of business machines. Because of the wide assortment of business forms, students become familiar with realistic office paperwork. There are many exercises for both calculators and adding machines which are sure to polish up "touch" control.

SOURCE - McGraw-Hill Book Company

CAPITOL AUDITING SERVICE:
A CALCULATOR SIMULATION

For students who need additional practice with calculators or adding machines, this set is ideal. Not only is practice in accuracy emphasized but accounting terminology is also incorporated in this single book simulation.

SOURCE - Houghton-Mifflin Company

MACHINE OFFICE PRACTICE

Business papers actually used by firms doing business over the country adds a note of realism to this set. The jobs in this set provide the drill and review necessary to round out the training of a office machine operator. Among the forms are expense reports, invoices and payroll.

SOURCE - South-Western Publishing Co.

FILING

The basic knowledge of filing is mandatory for smooth functioning in any office. Therefore, it is recommended that instruction in the alphabetic and numerical filing systems be incorporated into the rotation plan.

In addition to practice sets, there are excellent textbooks, workbooks, and audio-visual aids available. Many of these are programmed for individualized as well as group instruction.

GREGG QUICK FILING PRACTICE

A completely self-contained instructional package offers the opportunity to learn the fundamentals of filing.

WORKBOOK EXERCISES IN ALPHABETIC FILING

This workbook offers a brief and highly flexible format and contains ample drills and exercises.

SOURCE - McGraw-Hill Book Company

ALPHABETIC FILING PROCEDURES

This is a brief simulation set that is self-contained to be completed in approximately 20 to 24 hours.

SOURCE - South-Western Publishing Co.

FILING MADE EASY

In this realistic practice set, carefully sequential instruction in alphabetic, geographic, numerical, and subject filing gives the student rules, practice, and understanding of basic filing principles.

SOURCE - Houghton Mifflin Company

NUMBER FILING ON THE JOB

This self-teaching unit provides instruction in number handling skills and in numerical filing systems. Its subject area is a must in this computer age.

SOURCE - South-Western Publishing Co.

FINANCIAL MANAGEMENT

PERSONAL RECORDKEEPING PRACTICE SET

Realistic activities are designed in this practice set to teach personal money management. The narrative transactions instructs the student in the completion of the various business forms.

SOURCE - McGraw-Hill Book Company

FAMILY FINANCIAL MANAGEMENT

Money management situations covered in this practice set provide realistic budgetary and financial transactions. It includes both an individual and a couple's monetary problems for one month. Materials include a checkbook and a file.

SOURCE - South-Western Publishing Co.

PERSONAL AND FAMILY FINANCIAL MANAGEMENT

Using a practice set format, this new set gives extensive practice in financial decision making. All models of family situations are covered in this varied course which includes consumer economics, reconciling accounts, and check writing.

SOURCE - Houghton Mifflin Company

MANAGING YOUR MONEY

A game plan book or projects for balancing monthly income with expenses is explained in non-technical language. The financial activities become progressively more complicated as problems vary with living conditions.

SOURCE - J. Weston Walch, Publisher

FUN ACTIVITIES

COMPANY NEWSPAPER

Students may wish to publish a company newspaper (newsletter) once a week. Each department can be responsible for news to be turned in to the editor (which could be the Office Manager) of the newspaper. This is a lot of fun to do. The employees begin to look forward to the newsletter to see "what's happening in the company."

NOTE: Not all the news has to be factual--students love to see themselves in print!

EMPLOYEE OF THE WEEK

Each Department Head nominates one person to be Employee of the Week. (They consider the amount of work that the person does and the attitude and effort that is put forth.) The three Department Heads submit one name each. Together with the General Manager, they make a decision on who is to be the Employee of the Week. The Employee of the Week is announced each Friday, and a copy of the information about the person is give to each staff member and also pinned up on the bulletin board. Then, the Employee is presented with an award.

Recognition of an outstanding employee could also be done on a monthly basis. Each Employee of the Week could become candidates for the Employee of the Month.

COMPANY PICNIC

Circulate an interoffice memo advising the "employees" of the company's annual picnic (or dinner). Ask each employee to list the food he/she plans to bring. This is a great fun activity to be done on the last day of simulation, and if school rules permit, the picnic could take place in a local park.

NOTE: This would be a great time to play different outdoor games with the "staff" split into teams.

OFFICE POSITIONS

THE ACCOUNTING CLERK:
MOUNTAIN VIEW OFFICE

Typical job functions of an accounting clerk are simulated in this practice set. Students master work scheduleing and business forms while refining their skills in accounting, filing, typing, and machine calculations.

SOURCE - South-Western Publishing Co.

THE RECEPTIONIST:
PEOPLE'S TRUST OF LITTLE ROCK

This packet is designed to add realism to the simulated orientation and training of the receptionist position. Incorporating basic skills with diverse duties such as handling appointments, telephone calls, complaints, bank tours and promotional activities maintains a high interest level.

SOURCE - South-Western Publishing Co.

THE LEGAL SECRETARY:
FREEMAN, ROSA AND ARNOLD

This individualized simulation packet provides knowledge of legal terminology and legal procedures for those interested in legal secretarial position. Duties include litigation and nonlitigation documents with general secretarial duties. Optional dictation is provided.

SOURCE - South-Western Publishing Co.

THE MEDICAL SECRETARY:
NORTH-SIDE MEDICAL

The inclusion of medical terminology and medical procedures in the self-contained materials simulate this medical secretarial position. Duties involve working with patient information from appointments to complete records. Optional dictation or transcription materials can be utilized.

SOURCE - South-Western Publishing Co.

CLERICAL PAYROLL PROCEDURES

Students receive practical payroll experience in the position of a clerk with a solar heating manufacturer's office. Social Security forms, time cards, as well as employees' earning records are maintained. Review on payroll payment methods - salary, hourly, and piece-rate - reinforce concepts.

SOURCE - South-Western Publishing Co.

TYPEWRITING

ALL POINTS RELOCATION SERVICE: A SECRETARIAL IN-BASKET PROJECT

By using actual company files in this advanced secretarial/stenographic simulation, greater realism for the student is achieved. Tasks include composing letters and dictation. Filing and duplication jobs are also included in this comprehensive set.

SOURCE - McGraw-Hill Book Company

MINI SIMS TEMPORARIES

A variety of environments in general office tasks is provided in this set. These lessons are designed to give immediate feedback on the quality of work performed as well as give insights into diverse careers.

SOURCE - Bobbs-Merrill Educational Publishing

SHADOW MOUNTAIN LODGE

In the office services department of a large resort hotel, students practice typing skills in assignments appropriate to their "job." A Work Progress Log is maintained and students may evaluate their own work. Everything necessary to create an enriched learning environment is included in the package.

SOURCE - McGraw-Hill Book Company

SIDEWALK SURFIN'

Through a broad range of tasks in an office of a skateboard company, the student polishes the typewriting skills mastered during a first-year course. Decision making is an intregal part of this simulation, and most of the necessary supplies are provided in the workbook.

SOURCE - Houghton Mifflin Company

THE CLERK-TYPIST, INDIO PAPER CO., INC.

The office job in this simulation is designed to prepare students for clerk-typist positions. Planning work schedules, refining skills in filing, determining priorities, and using a calculator are a few of the varied job activities required in this self-instructional set.

SOURCE - South-Western Publishing Co.

RESOURCES DIRECTORY

1. Addison-Wesley Publishing Co., Inc.
   9259 King Arthur
   Dallas, TX 75247

2. Aetna Life and Casualty
   Public Relations and Advertising
   151 Farmington Avenue
   Hartford, CT 06115

3. Allyn & Bacon, Inc.
   College Division
   Rockleigh, NJ 07647

4. Amercian Book Company
   Division of Litton Educational
   Publishers, Inc.
   7625 Empire Drive
   Florence, KY 41042

5. American Council of Life Insurance
   1850 K. Street N. W.
   Washington, DC 20226

6. American Enterprises Inc.
   P. O. Box 10021
   Tallahassee, FL 32302

7. American Guidance Service, Inc.
   Publishers' Building
   Circle Pines, MN 55014

8. American Technical Society
   5608 Stony Island Avenue
   Chicago, IL 60637

9. AMSCO School Publishing Inc.
   315 Hudson St.
   New York, NY 10013

10. Anaheim Publishing Co.
    1120 E. Ash
    Fullerton, CA 92631

11. Arco Publishing Inc.
    219 Park Avenue, South
    New York, NY 10003

12. Arkansas Department of Education
    Arch Ford Building
    Little Rock, AR 72201

13. Association Films, Inc.
    1621 Dragon Street
    Dallas, TX 75207

14. Bantam Books, Inc.
    414 E. Golf Road
    Des Plaines, IL 60016

15. Barnes and Noble Books
    Division of Harper and Row
    Keystone Industrial Park
    Scranton, PA 18512

16. Barron's Educational Series, Inc.
    113 Crossways Park Drive
    Woodbury, NY 11797

17. Bellman Publishing Co.
    P. O. Box 164
    Arlington, MA 02174

18. Bobbs-Merrill Educational Publishing
    A Thomas Audel Co.
    4300 West 62nd Street
    Indianapolis, IN 46206

19. Boyd & Fraser Publishing Co.
    3627 Sacremento Street
    San Francisco, CA 94118

20. Brown, William C., Co., Publishers
    2460 Kerper Boulevard
    Dubuque, IA 52001

21. Cambridge Book Co., Inc.
    Division of N. Y. Times Co.
    488 Madison Avenue
    New York, NY 10022

22. Camelot Publishing Co.
    P. O. Box 1357
    Ormond Beach, FL 32074

23. Canfield Press
    Division of Harper and Row
    Keystone Industrial Park
    Scranton, PA 18512

24. Carroll Press
P. O. Box 8113
43 Squantum Street
Cranston, RI 02920

25. Chamber of Commerce
of the United States
1615 H. Street, N. W.
Washington, DC 20062

26. Changing Times Education Series
1729 H. Street N. W.
Washington, DC 20006

27. Creative Publications
1101 Antonio Road
Mountain View, CA

28. Dell Publishing Co., Inc.
1 Dag Hammarskjold Plaza
245 E. 47th Street
New York, NY 10017

29. Delmar Publishers
Division of Litton Educational
Publishers, Inc.
50 Wolf Road
Albany, NY 12205

30. Doubleday & Co., Inc.
501 Franklin Avenue
Garden City, NY 11530

31. Education Activities, Inc.
1937 Grand Avenue
Baldwin, NY 11510

32. Educulture, Inc.
P. O. Box 17149
Irvine, CA 92713

33. Essential Education
P. O. Box 968
Huntsville, TX 77340

34. Eye Gate Media
146-01 Archer Avenue
Jamaica, NY 11435

35. Fearon - Pitman Publishers, Inc.
6 Davis Drive
Belmont, CA 94002

36. Federal Reserve System
Federal Reserve Bank
Little Rock Branch
P. O. Box 1261
Little Rock, AR 72203

37. Ferguson, J. G., Co.
111 East Wacker Drive
Suite 500
Chicago, IL 60601

38. Follett Publishing Co.
Division of Follett Corp.
1010 West Washington Boulevard
Chicago, IL 60607

39. Franklin Publishing Co., Inc.
P. O. Box 765
Palisade, NJ 07024

40. General Mills Film Center
P. O. Box 113
Minneapolis, MN 55440

41. Gernsback Publications
2000 Park Avenue
New York, NY 10037

42. Ginn & Co.
A Xerox Publishing Co.
191 Spring Street
Lexington, MA 02173

43. Glencoe Publishing Co., Inc.
Distributed by
Macmillan Publishing Co., Inc.

44. Globe Book Co., Inc.
175 Fifth Avenue
New York, NY 10010

45. Greenhaven Press
577 Shoreview Park Avenue
St. Paul, MN 55112

46. Gregg Publishing Company
1221 Avenue of the Americas
New York, NY 10020

47. Grolier Educational Corp.
Sherman Turnpike
Danbury, CT 06816

RESOURCES DIRECTORY

48. Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York, NY 10017

49. Harper & Row Publishers, Inc.
Keystone Industrial Park
Scranton, PA 18512

50. Hayden Book Co., Inc.
50 Essex Street
Rochelle Park, NJ 07662

51. Heath, D. C. & Co., College Dept.
Distribution Center
2700 North Richardt Avenue
Indianapolis, IN 46219

52. Holden-Day, Inc.
500 Sansome Street
San Francisco, CA 94111

53. Holt, Rinehart and Winston, Inc.
383 Madison Avenue
New York, NY 10017

54. Houghton Mifflin Company
2 Park Street
Boston, MA 02107

55. Huron Valley Institute
Dexter, MI 48130

56 IBM Film Activities
Department of Information
590 Madison Avenue
New York, NY 10022

57. Independent School Press
51 River Street
Wellesley Hills, MA 01281

58. Insurance Information Institute
Educational Division
110 Williams Street
New York, NY 10038

59. Internal Revenue Service
(Arkansas Area)
Little Rock, AR 72201

60. International Paper Company
Department 2-B
P. O. Box 900
Elmsford, NY 10523

61. Interstate Printers and Publishers
19-27 N. Jackson Street
Danville, IL 61832

62. Iowa State University Press
South State Avenue
112 C Press Office
Ames, IA 50010

63. Irwin, Richard D., Inc.
1818 Ridge Road
Homewood, IL 60430

64. Jalmar Press, Inc.
6501 Elvas Avenue
Sacremento, CA 95819

65. Kemper Insurance
Public Relations Department
4750 North Sheridan Road
Chicago, IL 60640

66. Learning Systems Company
Division of Richard D. Irwin, Inc.
1818 Ridge Road
Homewood, IL 60430

67. Leswing Press
750 Adrian Way
San Rafael, CA 94903

68. Liberty Mutual Insurance Company
Public Relations Department
175 Berkley Street
Boston, MA 02117

69. Lithographic Textbook Publishing Co.
5719 S. Spaulding
Chicago, IL 60629

70. Longman Inc.
19 W. 44th Street
Suite 1012
New York, NY 10036

RESOURCES DIRECTORY

71. Lothrop, Lee & Shepard Co.
Division of William Morrow
& Co., Inc.

72. McGraw-Hill Book Company
1221 Avenue of the Americas
New York, NY 10020

73. McKnight Publishing Co.
Distributed by
Taplinger Publishing Co.
200 Park Avenue, South
New York, NY 10003

74. Macmillan Publishing Co., Inc.
Riverside, NJ 08075

75. Management Magazines, Inc.
W. Putnam Avenue
Greenwich, CT 06830

76. Media Masters, Inc.
400 W. Sixth Street
Tustin, CA 92680

77. Merriam, G. & C., Co.
Subdivision of Encyclopedia, Inc.
47 Federal Street
Springfield, MA 01101

78. Milady Publishing Co.
3839 West Plaines Road
Bronx, NY 10467

79. Monarch Press
Division of Simon and Schuster, Inc.
1230 Avenue of the Americas
12th Floor
New York, NY 10020

80. Morrow, William & Co., Inc.
Wilmor Warehouse
6 Henderson Drive
West Caldwell, NJ 07006

81. National Book Company
Division of Educational
Research Associates
1019 S. W. 10th Avenue
Portland, OR 97205

82. National Learning Productions, Inc.
505 Sixth Avenue
St. Albans, WV 25177

83. National Safety Council
Director of Public Information
425 North Michigan Avenue
Chicago, IL 60611

84. National Textbook Co.
8259 Niles Center Road
Skokie, IL 60076

85. Nightingale-Conant Corp.
6677 N. Lincoln Avenue
Chicago, IL 60645

86. New Readers Press
Division of Laubach Literacy Inc.
P. O. Box 131
Syracuse, NY 13210

87. Newbury House Publishers
54 Warehouse Lane
Rowley, MA 01969

88. Newsweek Educational Division
444 Madison Avenue
New York, NY 10022

89. Noonan Publishing Company
P. O. Box 1779
Santa Monica, CA 90406

90. Oceana Publications
75 Main Street
Dobbs Ferry, NY 10522

91. Oxford Book Company
See Sadlier-Oxford

92. PAR
Programs for Achievement in Reading
Abbott Park Place
Providence, RI 02903

93. Pelican Publishing Co., Inc.
630 Burmaster Street
Gretna, LA 70053

RESOURCES DIRECTORY

94. Pioneer Press
114 E. 2nd
Little Rock, AR 72201

95. Pocket Books, Inc.
Division of Simon & Schuster, Inc.
1230 Avenue of the Americas
New York, NY 10020

96. Popular Science Publishing Co.
239 West Fairview Boulevard
Inglewood, CA 90302

97. Positive Life Attitudes for America
Suite 114
12011 Coit Road
Dallas, TX 75251

98. Prentice-Hall, Inc.
Englewood Cliffs, NJ 07632

99. Proctor and Gamble Company
Educational Division
6th and Sycamore
Cincinnati, OH

100. G. P. Putnam's Sons
Madison Avenue
New York, NY 10016

101. Random House, Inc.
400 Hahn Road
Westminster, MD 21157

102. Reader's Digest Association, Inc.
Pleasantville, NY 10570

103. Regents Publishing Co., Inc.
2 Park Avenue
New York, NY 10016

104. Rosen, Richards, Press Inc.
29 East 21st Street
New York, NY 10010

105. SAFECO Insurance
Educational Department
SAFECO Plaza
Seattle, WA 98105

106. Sadlier-Oxford
11 Park Place
New York, NY 10007

107. Sams, Howard W., and Co., Inc.
4300 West 62nd Street
Indianapolis, IN 46268

108. Science Research Associates
Subdivision of IBM
155 North Wacker Drive
Chicago, IL 60606

109. Scott, Foresman and Company
1900 East Lake Avenue
Grandview, IL 60025

110. Self Instructional Reading Service
P.O. Box 1291
Bloomington, IN 47401

111. Simon and Schuster, Inc.
1230 Avenue of the Americas
New York, NY 10020

112. Singer Company Educational Division
Career Systems
80 Commerce Drive
Rochester, NY 14623

113. Smith, Phyllis W.
3304 Hazy Ridge Court
Little Rock, AR 72207

114. Social Security Administration
Office of Information
Room 100 Altmeyer Bldg.
6401 Security Blvd.
Baltimore, MD 21235

115. Southwestern Bell Telephone Co.
Educational Relations
Sue Hendricks - Staff Supervisor
1111 W. Capital
Little Rock, AR 72201

RESOURCES DIRECTORY

116. Southwestern Bell Telephone Co.
Film Library
5405 Randolph
P.O. Box 1189
North Little Rock, AR 72115

117 South-Western Publishing Co.
5101 Madison Road
Cincinnati, OH 45227

118. Special Learning Corp.
42 Boston Post Road
Guilford, CT 06437

119 Steck Vaughn Company
P.O. Box 2028
Austin, TX 78768

120. Superintendent of Documents
U. S. Printing Office
Washington, DC 20204

121. Time Share Corporation
Subdivision of Houghton Mifflin Co.
Box 974
Hanover, NH 03775

122. Time Books
New York Times Books
3 Park Avenue
New York, NY 10016

123. Today's Secretary
P.O. Box 441
Hightstown, NJ 08520

124. Transatlantic Arts, Inc.
North Village Green
Levittown, NY 11756

125. University of California Press
2223 Fulton Street
Berkeley, CA 94720

126. University of Michigan Press
615 East University
Ann Arbor, MI 48106

127. University of Michigan
Television Center
University Avenue
Ann Arbor, MI 48106

128. Vantage Press, Inc.
516 West 34th Street
New York, NY 10001

129. Wadsworth Publishing Co., Inc.
10 Davis Drive
Belmont, CA 94002

130. Walch, J. Weston, Publisher
Box 658
Portland, ME 04104

131. Watts, Franklin Inc.
Subdivision of Grolier Inc.
730 Fifth Avenue
New York, NY 10019

132. Western Tape
2761 Marine Way
Mountain View, CA 94042

133. Wiley, John and Sons, Inc.
605 Third Avenue
New York, NY 10016

134. Winston Press, Inc.
430 Oak Grove, Suite 203
Minneapolis, MN 55403

135. Youth Education Systems, Inc.
3305 W. Warner Avenue
Santa Ana, CA 92704

OFFICE PROCEDURES

Student's Name _____
Social Security No. _____
O. E. Code _____

STUDENT PROFILE

	Adequate (Teacher's Signature)	Date
PERSONAL TRAITS:		
Appearance		
Attitude		
Cooperation		
Dependability		
Honesty		
Personality		
Other _____		
_____		
OFFICE SKILLS:		
Bookkeeping/Accounting		
Calculating		
Grammar/Spelling/Punctuation		
Records Management		
Shorthand		
Transcribing		
Typewriting		
Written/Oral Communication		
Other _____		
_____		
OFFICE MACHINES:		
Calculator		
Computer		
Copy Equipment		
Postal Equipment		
Records Management Equipment		
Telephone and Accessories		
Transcription Equipment		
Typewriter		
Other _____		
_____		

USAGE:

1. Once an acceptable level of competency has been reached based on the judgment of the secondary school office procedures teacher, the teacher signs and dates the appropriate line(s) on this form.
2. The secondary school office procedures teacher should give the student this form after each year of instruction in office procedures.
3. The student should make this form available to secondary school office procedures teacher(s) at the beginning of each additional year of instruction and finally to a prospective office employer and/or post-secondary school office procedures teacher.

AIDS/SUPPLIES NEEDED:

LESSON PLAN #_____

UNIT_____

COURSE_____

INSTRUCTIONAL OBJECTIVES:

LEARNER ACTIVITIES:

TEACHER ACTIVITIES:

ASSIGNMENT(s)